DO YOU KNOW TITLE IX: A SEXUAL ASSAULT NAVIGATION TOOL FOR COLLEGE STUDENTS

By

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Abstract

This paper presents a Master's Project in Cross-Cultural Studies at the University of Alaska Fairbanks (UAF) that sought to understand Alaska Native and first-year (freshman) students beliefs and behaviors about the Title IX process at UAF. Title IX is a federal law which states that no individual in the United States shall be discriminated or excluded from participation, denied the benefits or subject to discrimination, based on their sex, within any educational program or activity that receives Federal financial assistance. This project undertook a mixed-method study utilizing a survey and focus groups to identify what information students are being provided regarding Title IX, how much students understand regarding their rights and resources, and ultimately to develop a practical tool to improve students' understanding and navigation of the Title IX process. The results of the focus groups and surveys are presented and discussed. The tool includes an explanation of remedies and also where to locate resources here at the University of Alaska Fairbanks.

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Chapter 1: Introduction

> Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance (U.S. Department of Education, 2015b).

Sexual assault is prevalent among college students in universities across the United States (Fedina, Holmes, & Backes, 2015). The purpose of this project is to survey and interview first-year students, with emphasis on Alaska Native students, and learn what information they are being provided regarding Title IX. The project aims to use the information gathered to develop a practical tool to assist with the understanding and navigation of the Title IX process.

Title IX has gained support from the federal government as the Office for Civil rights (OCR) recently began providing clear guidelines and holding colleges accountable for how they were handling Title IX cases. Using this guidance, OCR evaluates and fines colleges when Title IX is not being effectively followed. They also provide specific expectations for campus residential housing staff. These expectations outline that hall staff should understand how to report Title IX incidents, how to explain to students how to report incidents, and resources such as advocates and crisis lines (U.S. Department of Education, 2014).

Residence halls are the home to a veritable melting pot of students. The University of Alaska Fairbanks (UAF) Department of Residence Life houses over 1000 students, and the residence hall staff are often the people who students seek out in order to report an alleged Title IX violation. This is because students are informed that residence life staff are mandated reporters and trained to respond to any type of crisis. Knowing this information, it is imperative that the hall staff are able to educate and assist students in the navigation of this process.

The challenge that UAF residence life is facing is the lack of education and understanding of Title IX—for both staff and students. Sometimes a student's main education on sexual assault and Title IX is through outside sources, such as movies, television shows, or news outlets. (Bell, 2016). Yoffee (2015) and Bell (2016) provide many examples of these confusing messages or social norms from the Hunting Ground documentary to many television shows such as the ever popular Game of Thrones, Outlander and Mad Men. Oftentimes these sources leave students with an incomplete and confusing picture. UAF mandates a yearly

training for staff and a cumbersome thirty-page handout for students. The student packet is lengthy and overwhelming to someone who has been a victim or accused of a Title IX violation. Students going through this process are scared and often ill prepared to face this daunting system.

Because of the nature of Title IX and that it often deals with sexual misconduct there are many negative consequences that are experienced by the student and the community. It is especially detrimental when the process hinders those involved because it is overwhelming and there is no simple tool to help students navigate the process. In order to reduce the impact of sexual assault on college students, these students should have access to a practical, straightforward and effective guide to help them understand and navigate Title IX processes, rules, and resources.

My project sought to identify patterns and themes that are associated with Alaska Native and first-year (freshman) student beliefs and behaviors through a mixed-method study utilizing focus groups and surveys. The results are used to determine positive patterns that can be applied to a navigational tool that students can access and utilize to understand the Title IX process. This tool will help when students seek out assistance from resident assistants or housing staff, as they will be able to further explain the tool in person. The navigational tool is what is missing from the Title IX process. Students need a tool that explains the Title IX process, when and how to report an alleged violation and the resources that may be available to them.

The Role of Residence Halls in Student Success

Residence halls are common for students on most college campuses and afford students a variety of amenities that help make campus more accessible. For example, they allow students who lack transportation the ease of attending classes. This is especially relevant in Alaska where some students would be unable to commute to a university that is so far away. Students often perform higher academically living in residence halls, with reasons varying from easy access to faculty and staff to connections and engagement (Araujo, 2010).

UAF Residence Life provides close proximity to laundry, buses, internet, dining, libraries, computers, labs, professors, teaching assistants, tutors, and general resources. Students also have unlimited heat and water, cable, and 24-hour emergency on-call services. The Fairbanks campus has the largest amount of space to house on-campus students as compared to

its rural and sister campuses. Many live and benefit from the services that can be afforded to them by living on campus. Not only are students provided resources on campus, they also have the opportunity to interact with residents in their building, and become closely involved in the campus community—involvement being another key aspect of student success.

According to Astin's Involvement Theory (1985) students are better developed and continue to learn when they become active in the college experience. Upcraft (1995) supported Astin's theory of development and connection stating, "the greater the quantity and quality of involvement the more likely the student will succeed in college" (p. 18). In order for students to succeed they must also be nurtured at home, in this case within the residence halls themselves. By reaching out to first-year students and encouraging them to be a part of building a tool for the Title IX process, educators can utilize student involvement; students will understand that they are capable of working together with the university to invoke change. The challenge UAF faces in student involvement is not necessarily supporting the typical student, but rather working to ensure that our practices work well for all students including Alaska Native students.

The population of UAF's Alaska Native students is 17.8% undergraduate and 8.6% graduate students. It is imperative that these cultures are taken into consideration when ensuring that colleges are responsive to cross-cultural education and recommend best practices such as experiential learning, community-based education, and Elder involvement both in and out of the classroom. Additionally, it is important that the hall staff are culturally sensitive to the students they serve, and that the voices of UAF's Native students are represented in campus dialogue about topics such as sexual assault. As of 2012 the majority of Alaska Native students attending UAF are first-year students.

While most first-year college students face categorically similar issues of homesickness, finance management, peer pressure, social support, and connection, Alaska Native students have even more challenges. Their focus on holistic backgrounds, community connections, family responsibilities, and cultural identity are all significant to Indigenous populations because of the way many are raised. Put simply, "It is a reflection of an indigenous philosophy of putting community before individualism" (Guillory, 2009, para. 22). For many Alaska Native peoples, the connection to their communities can often make it incredibly hard to leave, causing some students to feel that they are putting themselves before others. Leaving the community behind can feel like a devastating loss and can often leave the individual feeling overwhelmed by this

choice. Beyond losing these key connections and values, students also struggle with overcoming pressure related to the use of alcohol and drugs.

According to the National Institute on Alcohol Abuse and Alcoholism (NIH) "in 2014, 37.9% of college students ages 18-22 engaged in binge drinking (5 or more drinks on an occasion) in the past month" (2017, p. 3). Alcohol is a huge catalyst for many other issues as evidenced by the National Institute of Alcohol Abuse and Alcoholism Report: "1,825 college students between the ages of 18 and 24 die from alcohol-related unintentional injuries," and "696,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking"... "97,000 students between the ages of 18 and 24 report experiencing alcohol-related sexual assault or date rape"..."1 in 4 college students report academic consequences from drinking, including missing class, falling behind in class, doing poorly on exams or papers, and receiving lower grades overall" (2017, p. 3). Such findings are staggering. Moreover because of the high incidence of binge drinking and concomitant deleterious results, college leaders work hard to promote education and programs that prepare students to understand the risks and consequences of alcohol consumption.

Even with education and support, transitioning into this type of new housing environment would be a significant source of stress for students. This is especially true for Alaska Native students who may know everyone in their town, community or village and now might be here at UAF not knowing a single person. It is important for campus residence life staff to connect students with administrators, staff, faculty and other students to help create an immediate community so students will not feel so alone.

Barnhardt (2001) confirms in her research that students are most vulnerable during the first few weeks of college when emotions are high. This is also a huge life transition, which is a time where students become more susceptible to drugs, alcohol, and depression (Ross & DeJong, 2008). These pressures are a huge focus for universities as they try to connect with students and retain them during the most vulnerable time. Vincent Tinto (1993) describes these pressures as separation, transition, and incorporation. Through these stages it is imperative that residence hall staff provide a supportive atmosphere—an atmosphere that affords students a sanctuary to deal with all of the stresses, and get them connected and incorporated into college life.

With all of these hurdles facing students, connection and inclusion seem to be the most predictive measure of success for Alaska Native students. The connections that happen in

college can ensure that students stay and continue to obtain their education regardless of what they are leaving behind. What UA needs to examine is the potential cultural chasm that is between our system and Alaska Native Students. Cross, Day, Gogliotti, & Pung shed a brief light on the student perspective:

> Some [of the students] experienced culture shock and did not feel a sense of belonging; one student noted that "the lack of support—if you can't build a supportive network-many students become lonely and homesick more often than not…sometimes it makes you wonder, 'well, what am I doing here? (2013, p. 44).

When building these connections there must be an awareness and knowledge of culturally supported practices. Unlike Western teachings, which are linear and focused on the individual, Native teachings are cyclical and holistic, and are intended to benefit the entire community. Native students often return home, bringing their education back to the community or their people to holistically provide to the many, not just the few (Guillory, 2009). Because of this mindset it is common for students to question and wonder how their education relates to their community.

In addition to general support, universities need to provide Alaska Native students a voice in changes that help them as individuals and help them feel a part of the greater community. One way to do this is by having them be a part of changing the way Title IX is presented to students. Such inclusiveness ensures students that their voices are represented and used to build and implement new practices. It is my hope that by creating a Title IX navigation tool, with an emphasis on Alaska Native students, students will realize the effectiveness of this tool because they had a part in creating it.

Cultural & Historical Considerations for Alaska Native Students

Research and cultural understanding has become a necessary part of supporting change at the university, especially within housing. Through research, administration is better able to determine what changes need to be made in addition to which current practices are beneficial for each unique residential facility. Of course, research has not always been used to further the education and wellbeing of Alaska Native students.

Barnhardt (1994) discusses that many of the practices that the university was using to determine how to create success for Alaska Native students was adapted from the traditional Western student standards—it was not at all focused or adapted to the uniqueness of Alaska

Native students. Because of the distinctiveness of Indigenous worldviews and ways of knowing, Alaska Native students may require a more culturally appropriate approach. Unfortunately, employees at universities often struggle to provide this type of approach because of a lack of cultural understanding from not being aware of the differences and needs of Alaska Native students. According to Burk (2007),

> In college classrooms where colonialist values and pedagogy emphasize individual achievement, Non-Indian instructors may perceive American Indian/Alaska Native students as culturally deprived, rather than rich in Native cultural traditions, if students do not demonstrate assertive or competitive behaviors. Instructors may misinterpret Native student behaviors as noncompliance with expected classroom norms (2007, p. 6).

This type of misunderstanding is common as Alaska Natives are taught to work as a community and together. Instructors may mistake students' lack of answering questions, raising hands, or talking out loud in discussions as a signs of disinterest or even lack of knowledge instead of a cultural difference. Burk (2007) points out that "many Native children are encouraged to be active listeners, rather than participants in discussions. While effective listening is a social construct perceived as a beneficial attribute for students in college courses, dialogic participation is expected as a means to demonstrate knowledge" (p. 7).

Because of the differences in learning styles and ways of knowing, instructors often do not understand the power that they hold at the university or within the classroom. By not recognizing the power differential between students and faculty, the student voice can so easily be lost. Instructors may lack the knowledge and experience to bridge the gap, thus providing huge challenges for the students they serve. Because students may not know what is expected of them it is imperative that faculty, staff, and administrators are educated on cultural differences in order to overcome an unwelcoming classroom environment. This will allow for changes in the classroom, which will alleviate some of the apprehension Native students feel about coming to college.

This is also true outside the classroom, as often the uniqueness of the student voice is not considered when decisions are made within universities. Barnhardt and Kawagley (1999) provided examples of the Alaska Department of Fish and Game (ADF&G) not collaborating with the people of Minto. The employees of Fish and Game lectured the Elders instead of cooperating and listening. They silenced the community members by not utilizing their knowledge, listening to them, or involving them in the process.

The article illustrated Fish and Game's lack of understanding of the ecology of the Minto Flats, as well as their disrespect and arrogance toward the community and Elders. While this is one example that made the Minto community members leery of working with outsiders, it also showed positive outcomes when people work together. The article explained that through repairing that relationship the Minto culture camp was established. Even though the research did not go well with the community members, the people of Minto were still willing to work together with faculty. The faculty who participated admitted they learned relevant lessons from this camp. This is similar perhaps to an "ecology of campus life" that can either promote or discourage wellness and healthy lifestyles.

By embracing the diversity of the students and working together, administrators can provide a more welcoming and reciprocal environment of working and learning together. It is important that administration is aware of, and uses, past experiences. Looking at what has occurred from mistakes within research and through working with Alaska Native populations, administration will be able to develop a plan to move forward.

We must have a better understanding of the Alaska Native peoples, where they have come from, what they value, and how to best support them. When making change it is important to take historical trauma into consideration. Historical trauma in relation to Alaska Native peoples started when people from Western civilizations arrived with the opinion that they, as Westerners, held superior beliefs and cultural behaviors. From this perspective, they introduced alcohol, disease, and so much more, in turn decimating a way of life. Often used as a way to deal with the stresses, uncertainties, and oppression of colonization, alcohol has created a culture of abuse, which is widespread in many Alaska Native communities and affects the entire community. "Few families have escaped the effects of alcohol or drug abuse and their related adverse effects" (Segal, 1999, p. 36). Western societies took away the holistic support that is so relevant to the worldview and wellbeing of Alaska Natives and replaced it with fear, abuse, and trauma.

In addition, communities and families were torn apart by the actions of state and federal authorities through forced relocations, forced adoption, and assimilation through education. In order to ensure that Alaska Native cultures changed, Westerners took Native children away from their community and brought them to boarding schools to provide religion and to ensure the assimilation of Western teaching. Barnhardt (2001), states:

> The practice of sending American Indian and Alaska Native children to boarding schools also enhanced a philosophy of assimilation through segregation (e.g., one of the primary goals of boarding schools was to assimilate American Indian/Alaska Native student into mainstream society by separating them from their communities) (para. 35).

Administrators must be considerate of the fear that research and historical trauma can evoke and be cautious in their efforts to initiate change. The following paragraphs will explore the fear associated with boarding schools and housing for Alaska Native students. These will show the challenges that housing staff face through the historical significance of boarding house historical trauma. In addition, the literature will establish the importance of storytelling, historical lessons and values, family, community, and spirituality for Alaska Native peoples and their future at UAF.

The History of Boarding Schools and Housing for Alaska Native Students

Indigenous students have been attending and living within boarding schools for a long time. Sadly, the historical practice of sending children to boarding schools is riddled with trauma and tragedy. In order to ensure the assimilation of Alaska Native peoples, Westerners took Native children away from their community and brought them to boarding schools to provide religion and to continue the assimilation into Western culture though federally imposed education in Bureau of Indian Affairs (BIA) schools.

By removing children from their homes and taking them to where no parental or community influence could touch them, Native languages could be largely suppressed. This also erased many connections these children had with their traditions, values, and culture, and submerged them entirely in Western ways of living. "The aim of government-run boarding schools for American Indian and Alaska Native children, of course, was for total assimilation and acculturation into the dominant society" (Easley & Charles, 2005, p. 7).

Their languages were suppressed in order to ensure that children understood that their Native traditions were on their way out. Westerners wanted to guarantee that Natives understood a "message that Native cultures, heritage, and language were of no use, including singing, dancing, and drumming" (Easley & Charles, 2005, p. 7). Punishment was employed to confirm that the message was reinforced. "Some students were spanked or whipped with belts and 'cat-

o-nine tails,' or had their knuckles rapped by night sticks and rulers" (Easley & Charles, 2005, p. 7).

While even more atrocities occurred within boarding schools, the effects of losing their children affected the Native communities the most. "For communities, the loss of children to boarding schools created a tremendous void, one that interviewees said was filled with alcohol and a breakdown in society" (Hirshberg & Sharp, 2005, p. iii). The goal was achieved; shame had finally permeated many children and their culture was largely buried inside them. To some children it was completely lost as they were too young to even retain or ever learn the language of their people. "Many children who returned home for the summer understood less of their home language. Many came home speaking only English. Some were ashamed to be associated with their language and culture" (Easley & Charles, 2005, p. 7-8). Parents and communities were struggling, as they had no idea how to connect to their children and share traditional ways of knowledge, or even save them from the atrocities that were occurring, thus the cycle of historical trauma continued. "The process of acculturation and assimilation came close to doing what was intended—turning Native children into the likeness of Western European children" (Easley & Charles, 2005, p. 8).

Up until this time, Alaska Natives lived in a supportive community that included living off of the land, mostly free of debilitating diseases or alcohol abuse (Fortuine, 1992). They lived a life where they had never been touched by such extreme devastation such as losing their children through assimilation and oppression. Even today it is apparent that Alaska Native ways of living are still being oppressed by Western practices. The fight for subsistence life and the emphasis on living in a 'white world' and being taught Western worldviews can be seen and demonstrated by how little emphasis is placed on traditional Native ways of life, especially within education. At the same time "the potential for students to become academically successful in culturally relevant ways now exist in ways that were unimaginable just thirty years ago. Culturally appropriate and relevant curriculum is available" (Barnhardt, 2001, n.p.). Like other survivors of assimilation and oppression, Alaska Natives are forced to fight to preserve their traditions and values.

While viewing historical trauma in both a negative and positive way seems counterintuitive, this has to be done to see education as a way of taking back traditional ways of life and for a population to heal. "It is proposed that this phenomenon, which we label *historical*

unresolved grief, contributes to the current social pathology, originating from the loss of lives, land and vital aspects of Native culture" (Brave Heart & DeBruyn, 1998, p. 60). Through all of this pain and loss Alaska Natives are finding their voice, telling their stories, and healing through the release of pain of trauma. According to the Wisdom of the Elders (2016), Maria Yellow Horse Brave Heart states, "First is confronting the historical trauma. Second is understanding the trauma. Third is releasing the pain of historical trauma. Fourth is transcending the trauma" (n.p.). Following the wisdom of this process, Elders, community members, and Indigenous populations learn to tell their stories and heal.

The Importance of Healing through Cultural Values

In documentary research on Alaska Native students, important themes emerge that must be noted and adapted into programmatic practices in an effort to make culturally appropriate changes. For example, Kawagley (1995) describes three key elements that are fundamental in teaching Alaska Native students, "the importance of sharing, the role of cooperation in extended family, and giving thanks to the creative force" (p. 1). In addition, Kawagley focuses on respect for Elders and sharing what each other has as being important to the Yupiaq community.

Elder participation is a key component to helping make changes, especially within curriculum, teaching styles, connection and support. Native cultures place high value on Elders and their teachings. Elders help with the healing, and as Wilson explains "Elders are a link to the history of the people that the community can look towards" (1994, p. 38). Elders are instrumental to helping Native students and communities, as they are a connection within the healing through sharing and passing along their knowledge and experiences. "Native Elders serve as the key in a natural social support network, and communities can gain greatly from their wisdom and advice. Elders have the experience of having grown up and survived in two different worlds" (Wilson. 1994, p. 52). It is these lessons within education that can help the youth of today learn and live in both worlds and ensure their traditions are a part of their education.

The sharing of stories, traditions, and history is the key to the long journey home for students, which is representative of healing a community and its people from the pain they have suffered. Thus, storytelling can serve as a mode for deciphering what necessary resources should be implemented for Alaska Native students. These stories can also be shared to help

administrators learn from students and continue to make changes that are suitable for the students of today. Younger generations of students must address the historical traumas that they have endured and be a part of changing history, such as being a part of the Title IX process by lending their voice.

While Alaska Natives have suffered through oppression, alcohol abuse and many other atrocities, universities have an opportunity to make change by working with students. Where boarding schools have not always been a place of success or development for Alaska Native students, residence halls have a chance to be such a place. Because of this it is even more important that change starts within housing, to show progressive growth and support for the students who have not always experienced this within the living environment. In order for this Title IX navigational tool to be successful, input from different cultures, particularly Alaska Native students, must be considered so that they are part of making this positive change.

These lessons from Elders, sharing their stories, being invested in their education and what affects Alaska Natives is why it is imperative the universities give students a voice in the Title IX process. Alaska Native involvement allows them to make change. It also allows them to be invested and understand that administration is committed to them being a part of the Title IX process. It shows that the university is willing to work with Indigenous populations to make change by including their voice, which is important to them; as historically, past atrocities have not afforded them that option.

Continued Change is Future Success

Residence hall staff of today are aware of the negative connotations that were sometimes associated with boarding schools. They are also cognizant of how Native families may view residence halls. The first dorm at UAF was built in 1927 and has evolved into the residence halls that we have established today. These halls are staffed by individuals who take into consideration the voice of the students they serve. Colleges today, especially residential facilities, are changing and growing with our students in order to ensure that they are utilizing the latest methods and values regarding cross-cultural sensitivity. Staff are evolving to meet the needs of our diverse student populations. In order to do this it is imperative that we always involve our diverse cultures and follow the university's mission to support Alaska's Native populations.

Researchers have stressed that emphasis on respect and sensitivity is a component that must be incorporated into the research process itself in order to achieve results and create programs that will be helpful, not harmful, to Alaska Native students. Applying Sean Wilson's (2008) definition of Indigenous axiology, the research process undertaken in this project ensures that the values important to Alaska Native students are utilized. These values include reciprocity, family, community, spirituality and others. By considering these values, the research was designed with their needs in mind and their voices guiding the direction of this research.

With respect and sensitivity as a foundation, research with Alaska Native students in collaboration with other Alaska Natives will hopefully connect students in housing with their community and the Title IX process. This can be accomplished by including Alaska Natives in the tool development process during focus groups, and by incorporating the students and staff at UAF's rural Student Services (RSS) to review and provide input. In addition to this it can include changing the way the tool is marketed by providing it in different languages or by requesting that Elders explain the tool.

Administrators must find a balance between Western teaching and cultural practices with those of Alaska Natives in order to be successful with applying university policies and practices and the academic success of Alaska Native students. Additional research will help determine what best practices will be in a continued effort in blending Western teaching in collaboration with Alaska Native values, histories, and communities. The attributes of this collaboration will be detailed in later chapters.

Kawagley (1995) captures the importance of why administrators must address the challenges facing Alaska Native students and balance the university needs. In the past, Native peoples tended to view formal education as a hindrance to their traditional ways, but now they are beginning to look at education in a different light. They are seeking to gain control of their education and give it direction to accomplish specific goals. Alaska Natives are strengthening their own cultures, simultaneously embracing Western education and maintaining control of their own lives.

Now is the time to make changes and involve students. Administrators must ask them to lend their voices, thoughts, and cultural perspectives, especially in the residence halls, where often students expect change to happen, as this is their home away from home. This clearly demonstrates how important it is for Native students to have a voice in the Title IX process, to

secure their representation, using language and cultural references, and to feel as though they are a part of its evolution. Brown (1974) indicated that,

> There is sufficient evidence already gathered which suggests that we can structure the residence hall environment in ways that facilitate student development and enhance students' educational experiences. We do not know everything nor do we know as much as we would like to know about how to best structure that environment but I believe we know enough to start or to continue trying—wherever we might be on our own campuses (p.52).

This is where research must begin, where the voice of this tool must be forged, with the understanding that we do not know everything but that we can change and adapt to what the students need.

Through research, discussion, and interviews I have created a tool that will not only help guide residence life staff, but that will be able to help students navigate a cumbersome process. It will also help students in a time when they are often vulnerable, scared, and overwhelmed by the events surrounding them. Because I am sensitive to the past of how research can be perceived by Alaska's Indigenous peoples, I will also provide the results and information to those students who participated. This will be done in an effort to be transparent in how the research was used, the tool that was created, and how the intended results will continue to evolve as students change and grow.

Once this tool is complete, it can be introduced to every student within the first few weeks of entering college. By building this tool with students it will help show that student voices are valued. It will also show students that they can make changes that benefit them. Finally, it will connect them within the community as they are working together to provide their voice, starting the conversation of what needs to change in the scope of Title IX.

I have always strived to make campus housing feel like a student's home away from home. Not just a place you come to study but also a place you come to live—a place where a person can make connections, share stories, and become a part of something larger. In order to achieve this vision, the administration must allow for students to have a voice in what they need and expect from the university. As outlined in the previous paragraphs, when administrators listen, changes can occur. These changes could result in classes being more individualized, offering programs that students may be more accustomed to, or providing options on how to learn. When students see classes involving community members or Elders, have Native voices

translating textbooks, potlatches within the residence halls, or talking circles for opening hall meetings, Alaska Native students can see their way of life is being represented and included. When students see that the community is a part of their education, they feel more included and encouraged to participate in this new community.

The Gap Needs to be Filled: Building a Navigation Tool

As a staff member who works in the world of Title IX and campus housing, I am aware that change is necessary, especially regarding how students learn about Title IX policies and associated university support services. University officials have moved from sharing a huge packet of information that victims are expected to read to understand their rights, to now only referring them to the Title IX office and letting them know we are here to support them. This is not a viable solution and has only exacerbated the problem. Students are already overwhelmed, vulnerable and struggling with a myriad of emotions.

According to a Campus Sexual Assault (CSA) study by Krebs et al., victims of sexual assault often suffer long-term physical and mental health issues (2007). The study reported that up to 5% of the victims become pregnant, resulting in a staggering 32,000 rape pregnancies annually in the US, of which up to 40% of victims contract sexually transmitted diseases. Between 19-22% suffer from genital trauma and 25-45% suffer from non-genital trauma. "Sexual victimization rates are higher in the college student population than in the general population, making the college student population a prime target" (Young, 2009, p. 1).

I initiated this project in order to create an easy-to-comprehend Title IX navigation tool. I did this by gathering information from multiple offices and compiling it into a step-by-step guide that is concise yet detailed and accessible. Through survey research and focus groups, this project demonstrates how campus housing is in the position to make changes to its programs that can enhance student growth and success within the university, especially for Alaska Native students. The intended result is to obtain enough input from students and design a tool that helps them feel supported in the area of Title IX. The navigation tool is the primary objective of this research because of the rising instances of sexual assault. The primary research questions that guided this effort were:

RQ1. Do students really understand Title IX and their rights?

RQ2. Can we create an easy to use Title IX guide that will improve students' understanding of Title IX, their rights and resources?

This research project will prove useful to administrators at the University of Alaska Fairbanks and to students in understanding the Title IX process. It will also provide administration a start in building resources that are able to adapt, as additional guidance from the Office for Civil Rights (OCR) is released. A major part of this is understanding the current student population and adjusting resources, such as differing social media sites, based on relevancy. To understand why this is necessary one must understand what Title IX really means to students.

Title IX and the University

Sexual assault is not a new phenomenon, but within the scope of higher education many pivotal changes have occurred—changes such as the mandate of a Title IX Coordinator to oversee and process Title IX cases, as well as the push for policy to be published and available to students. Additionally, there have been changes with the rights and remedies that should be offered through the university. Specifically, regarding the equity in those victimized and those accused. These changes led to an increase in reporting by students across the nation, which some have said is indicative of the efforts universities have made to increase the ease of reporting through prevention and education programs (Lewis, Shuster, Sokolow, & Swinton, 2013).

These changes have also brought Title IX out of the athletic arena where it had been housed for universities as an assumption that it only provided rights to athletes. Now students, staff, faculty, and administrators are aware that it is a right of all students and employees. It is also the responsibility of each university to protect those rights, support all individuals, and offer remedies to all involved. Additionally, because of the OCR review of college campuses, which held campuses responsible for not following the mandated processes, systems were put in place to ensure that campuses did what they said they were going to do for students, staff, and faculty with penalties or fines if they did not hold themselves accountable (U.S. Department of Education, 2016). Over the last several years these changes have helped universities move forward and revisit rights and remedies.

For the first time, in 2012 universities started stringently evaluating their procedures, and

thoroughly investigating allegations of sexual misconduct involving their students, both on and off campus. Campuses are finally taking preventative measures. These measures ensure that perpetrators are brought to justice, university sanctions are implemented, victims are protected and not victimized further, and rights are provided to all parties involved during and throughout an investigation. OCR did not only issue a letter, but also started to review cases. OCR scrutinized universities to see how systemic the problem was and what improvements needed to be made immediately to protect the victims and all parties involved in Title IX. The OCR investigation reviewed cases as far back as 2011, and while the results for all campuses, UAF included, are not finalized, looking back has shown that mistakes have been made on almost every college campus.

Here I will build a tool that helps students navigate Title IX and understand the process and the resources available to them. With this tool they will be able to deal with issues that may arise and focus on personal wellbeing as they work toward academic success. This tool will help students not only navigate Title IX but also know where to go, who to report to, how to help friends in crisis, and what rights and remedies they may request. With this tool they will fully understand what different offices can provide and where each office is located. It is essential that students feel safe, aware, and prepared for anything they may face. In addition, they need to know that administration will support them if something does happen and who their resources are if a sexual assault tragedy occurs.

The next chapter provides a review of the literature that will form a foundation for the research and set the groundwork for why this sexual assault incident tool is necessary. I hope to achieve positive change by building this navigational tool within housing, in addition to creating an opportunity by including students in an effort to ensure that students feel that they are a part of this process. Utilizing student voices to inform this project, worked to make sure everyone has the tools to succeed in navigating an already challenging process.

Chapter 2: Literature Review

Colleges Adhere to Title IX & Address Misconceptions of Sexual Misconduct

On April 4, 2011, the United States government released a "Dear Colleague" letter, which started a review by the U.S. Department of Education and Office for Civil Rights (OCR) to investigate college campus practices of Title IX cases. The same year a high profile sexual assault case, involving Jerry Sandusky at Pennsylvania State University, was addressed by the news media and prompted universities to review their processes for handling reports on sexual assault. This media storm brought to light inappropriate behavior by college administrators for how they were handling these cases, namely that they were not doing enough to investigate and remedy situations of sexual misconduct.

After these events, sexual misconduct on college campuses moved away from being ignored, and it became a primary focus of not only college administrators, but also the White House. Because of high-profile cases happening at Harvard University, Duke University, and Pennsylvania State University, OCR scrutinized how sexual assault cases were being handled on college campuses. Over 120 institutions within the last several years have been under investigation for possible violations of federal law over the handling of harassment and sexual violence complaints. One of these institutions is the University of Alaska Fairbanks (UAF). The continued focus on university compliance by OCR helped provide guidance and laws such as the Campus Sexual Violence Elimination Act (SaVE) and the March 7, 2013 OCR "Dear Colleague Letter," which laid the foundation of school compliance. This guidance and focus on Title IX helped create a signed bill for the Violence against Women Act (VAWA) (Smith & Gomez, 2013).

Because of the focus on violations by the federal government, including OCR, universities started evaluating their procedures. They also started thoroughly investigating allegations of sexual assaults on campuses involving students, faculty and staff. The results are staggering as most universities have failed to adjudicate sexual assault appropriately, some even going so far as to take no action after the report, or even victim blaming. Reports are being provided with astounding results, revealing one in five women and one in sixteen men are sexually assaulted while in college (Krebs et al., 2007). Other reports show that close to 80% of all cases are never reported, as sexual assault victims often remain silent out of fear of retaliation,

labeling, how others will perceive them, disbelief that the act has occurred, and general processing of the event (Kilpatrick, Resnick, Ruggiero, Conoscenti, & McCauley, 2007).

A study compiled by Kilpatrick et al. noted that victims with drugs in their system were less likely to report. In addition, victims often know their assailant. It also revealed that college women expressed fears of retaliation, lack of evidence, and uncertainty regarding criminality, while they were determining if something was serious enough to report, with drugs or alcohol being influential factors (Kilpatrick et al., 2007).

According to the National Institute of Justice Centers for Disease Control and Prevention (NIJCDC), studies are determining that Native American and Alaska Native women are 2.5 times more likely than the general U.S. female population to experience sexual assault (NIJCDC Report, 1998). And in a 2010 report by the National Intimate Partners and Sexual Violence Survey results showed one in three Alaska Native women will be sexually assaulted in their lifetime. Clearly, institutions must take action to help change these staggering violations.

Misconceptions of Sexual Misconduct

The federal government has strict guidelines on how Title IX is to be implemented. Universities are expected to follow federal mandates and are audited in order for the government to ensure compliance. University administrators, staff, and faculty now understand that education, prevention, and thorough investigations must happen. Individuals who are found in violation of policy or law face a range of penalties and consequences. UA Board of Regents policies, such as 09.02, which lay out students' rights and responsibilities, have gone through rewrites to ensure that they encompass and define the consequences of unacceptable behavior. Under the guidelines of OCR, UA staff were charged with ensuring that the language within the policies supports the students.

These intentional revisions address terminology such as consent, stalking, domestic violence, and definitions of sexual misconduct. Another revision removed conduct boards, which can be made up of students, staff, or faculty. Best practices in the area of sexual misconduct find that due to the sensitive nature of these cases, conduct boards are not appropriate (Association for Student Conduct Administration, 2014). But with all of these changes, publications, and Title IX publicity, there are still many who do not understand Title IX

or sexual assault. While universities have made changes to existing policies and sexual assault has been defined, there are still many misconceptions that need to be overcome.

There are individuals who believe rape myths: the belief that rape occurs due to womens' behaviors; these individuals tend to have negative beliefs and attitudes toward women (Iconis, 2008). The term 'rape myth' was introduced and coined in the 1970s due to the increase in reported rapes in the United States in the late 1960s and 70s, and as researchers started to investigate the behaviors, attitudes and beliefs, about rape (Hocket et al., 2009). Hocket et al. credit Martha Burt for coining the phrase 'rape myth.' Rape myths were a rationalization of existing cultural ideals that blamed the rape on the victims (Payne, Lonsway, Fitzgerald, 1999). An article by Johnson, Kuck, and Schander reference Lonsway and Fitzgerald who define 'rape myths' as "[a]ttitudes and beliefs that are generally false but are widely and persistently held, and that serve to deny and justify male sexual aggression against women" (Johnson et al. ,1997, 694-95). The term 'myth' as defined by the Merriam Webster 2017 Dictionary,

> A usually traditional story of ostensibly historical events that serves to unfold part of the world view of a people or explain a practice, belief, or natural phenomenon or a popular belief or tradition that has grown up around something or someone; especially: one embodying the ideals and institutions of a society or segment of society.

Because of this use of the word phrase, 'rape myth' implies that it is a false phenomenon instead of an actual belief or misconception held by an individual. 'Rape myth' is better associated with stereotypes, beliefs or attitudes toward rape (Sierra, Santos-Iglesias, Gutierrez-Quintanilla, Bermudez, & Buiela-Casal, 2010). The word 'myth' can lead to confusion and can be problematic as it is used in articles, research, and to define a culture of judgmental norms. It is often used because rape is not defined and often society does not understand that rape is not only sexual assault by a stranger; victims are often assaulted by people they know (Johnson et al. 1997). This often leads to these sexual misconceptions because society does not have context in which to define rape. Thus, society believes that "victims somehow contribute to their own victimization or that the perpetrators are not really responsible for their actions" (Johnson et al., 1997, p. 694). A more appropriate term would be 'rape misconceptions' as 'rape myths' are just "widely held beliefs about sexual assault that serve to trivialize the sexual assault or suggest that a sexual assault did not actually occur" (Franiuk, Seefelt, Cepress, & Vandello, 2008, p.3).

In addition to inaccurate depictions of rape myths, there are misconceptions that generations have been exposed to concerning sexual assault, specifically through social media. This is especially indicative in pornographic material, which can be viewed online for free and is provided in a variety of categories. A study by Wood (1994) shows that pornographic material often displays forced sex as an acceptable practice, which can influence how men may see rape. This exposure can transform the way men think. They may begin to identify this type of forceful sexual behavior into one that is tempting and permitted (Wood, 1994).

Sexual assault has been publicized on a variety of platforms because of the attention the federal government brought when they started the first "Dear Colleague" letter (2011), and when President Obama and Vice President Biden supported policy change by providing and mandating guidance to every university across the United States. This publicity, and sadly the Sandusky child molestation case, made others aware that change was imperative. Publicity can lead to a variety of issues, such as victims not coming forward because they are terrified of the how they will be perceived, fear of others knowing about what happened to them, and fear of retaliation from others (Wolitzky-Taylor et al., 2011).

Because of all the new social media platforms it has become easier to bully others via social media or to force victims into the public limelight by pursuing the story. In doing this it is also easy to forget what is happening to the victim who is going through this process. While many cases that reach the media today involve sports and fraternities, this publicity is mostly because of the sensationalism that these types of cases bring and the money made through media, interviews, and magazines. Sex and gossip sell in today's media and people in this society buy magazines, read newspapers, and follow exciting and well-publicized stories.

In 2013 a member of the Phi Kappa Tau Fraternity at the Georgia Institute of Technology (Georgia Tech) wrote a "Luring your Rapebait" letter to his fraternity brothers. This letter was publicized by many media sources, such as the New York Daily News and the Atlantic Journal. Below is a part of the email, taken exactly as it was written, where the fraternity member explains how to get "laid," taken from the Huffington Post on October 8, 2013:

> Ok, if it is before midnight … A group of girls is standing around, grab a bro or pledge bro and go talk to them. First, introduce yourself and get their name, ask if they are having a good time, and then ask if they want anything to drink. If they say yes, walk them to the bar and tell them what we have to drink. If they say no and they look like they are in a sorority, ask them if they are in a sorority (DUH). If not, choose one of the following: where are you living, where are you from, have you been here before, how are

> classes going, or where all have you been tonight. Then proceed to have a conversation. IF THEY ARE HAMMERED AT ANY POINT BEFORE MIDNIGHT, JUST SKIP THE CHIT CHAT AND GO DANCE.
> Try to twist her hips around to face you and dance front to front. FROM THERE THE OPTIONS ARE UNLIMITED! You can make-out with her (tongue on tongue), you can stick your hand up her shirt (not right away though), you can go for a butt grab (outside or inside the shirts), or use your imagination. ALWAYS START WITH THE MAKING OUT!!!! NO RAPING.

While the student's behavior of encouraging sexual assault or supplying women with alcohol may be seen as shocking, some students interviewed thought it was an accident and even went as far as defending the actions of the student who wrote the letter. Others interviewed stated they would just avoid the fraternity house, as it no longer felt safe. There was very little action or emotional outpouring for victims. The Atlanta Journal-Constitution published a response issued by Georgia Tech officials on October 8, 2013.

> Georgia Tech is aware of this incident, and its Office of Student Integrity is currently engaged in an investigation to determine the facts," the university said. "Phi Kappa Tau's national office, as well as Tech's student-led Interfraternity Council, are also reviewing the matter to determine whether to take any independent action. The Institute does not condone this type of behavior and continues to provide resources and education designed to create a supportive campus environment for all students, even those who exercise extremely poor judgment" (Stevens, 2013).

To victims, this response may imply that Georgia Tech supports a rape culture or a culture that would take no action against this type of language or behavior on campus. In this response no information is provided about what action will occur; while they state they do not condone this type of behavior, they do not disclose if expulsion or suspension or further action would even be considered, instead pushing this off as "poor judgment." A "no tolerance act" would have them stating that those associated with this type of behavior will be suspended and the person sending this email expelled. This shows no tolerance for even the idea behind rape. Instead, they are essentially supporting those who may think of sending a rape letter as a joke, which in turn promotes an unsafe culture for students.

Another example of sexual assault from Vanderbilt University involved a student who was gang raped by several Vanderbilt football players. Alpha Tau Omega, an on-campus fraternity, actually mocked the rape case that had surfaced by sending out an email to potential fraternity members making light of the case. The university took action by suspending and

expelling some of the members of this chapter (Wagner, 2015). Other cases, such as the Jack Montague sexual assault case at Yale University, involved support for the accused. After he was abruptly dismissed from campus, Montague's teammates wore jerseys that supported Montague, which in turn drove up controversy and publicity. Often victims struggle with feelings of guilt, shame, and embarrassment. With these emotions they also do not want anyone especially close friends and family to know of their rape; this publicity can perpetuate fear within victims to avoid reporting (Sable, Danis, Mauzy, & Gallagher, 2006).

In 1999, at a Florida State University Delta Chi fraternity party on campus a woman ran naked and crying from the house calling for help. She reported that she had been raped. Through the investigation the woman claiming sexual assault was arrested two days after the assault for "falsifying a report" (Baumgardner, 2000). Florida police deviated from the advocate's recommendations, not waiting to receive the second videotape from this case, but instead arrested the victim. In 2001 filmmaker Billy Corben adapted this case into a movie called *Raw Deal*, which publicized the actual event of the case. The film shows recorded video footage from the night of the alleged rape, showing video of the assault for the public to see. This case had the potential to instill fear in others about coming forward, believing if they could not prove rape, they themselves might be accused of falsifying a report, or that if there was video footage it could be released to the public.

American culture perpetuates sexual assault stereotypes, especially on today's college campuses. But even large-scale department stores and marketing campaigns have ignored the implications of sexual assault by making light of rape. An example of this was last year when Bloomingdale's made an advertising campaign that stated, "Slip something in their eggnog when they are not paying attention," implying drugging another person is an appropriate behavior (Paquette, 2015). Shirts mocking date rape, sexual assault, and even Title IX can be purchased inexpensively at Amazon.com and other retailers marketed toward college-age individuals.

Rape can be challenging to prove, as it often occurs in private with no collaborating witnesses, and jurors still struggle with inaccurate depictions of rape and in finding reasonable doubt (Long, Kristiansson, & Whitman-Barr, 2015). These rape myths can lead the public and juries to believe that most sexual assault allegations are false because they never go to court and there is limited literature on false reporting (Lisak, Gardinier, Nicksa, & Cote, 2010). In addition

to fighting inaccurate depictions of rape, public opinion, and fear of reporting, there are other areas of failure in the process of sexual assault.

According to the National Institute of Justice (2017), deoxyribonucleic acid (DNA) was not widely used until the end of the 1990s, and the backlog of sexual assault kits is substantial. In Houston there were over 16,000 rape kits in storage and over 6,000 of them had not been tested. The issues behind rape kits were that not all of the organization's such as law enforcement, advocates, elected officials, laboratory personnel, nurse and hospital staff, prosecutors were working together. There were no established protocols or trauma training available to those involved. Many law enforcement agencies believed victims were not behaving like a victim should, and the lack of funding available for lab staff to test kits, and high turnover in staff, exacerbated the issues (National Institute of Justice, January 14, 2017).

Statistically, rape convictions are low. For example, in 2011/2012 62.5% of cases went to court, though this shows progress as in 2007/08 only 58% went to court. From these cases the conviction rate was 83.5% compared to the conviction rate for drug offenses, which was 91.6% (Burrowes, 2013). This is because cases that involve rape often lack witnesses and evidence and often rely on the victim to supply an account of the incident. Burrowes cites a 2005 study, which included over 200 members of the community who participated in almost 20 mock trials; the decision came down to how the jury believed a victim should act. This means that rape cases are often left to personal interpretation of those judging the case and asking questions about the victim's behavior (lack of tears, clothing choices, saying yes and then saying no) (Burrowes, 2013).

While the media has helped to change public perception by providing updates and information on cases and not allowing colleges to sweep sexual assault "under the rug," it has also provided a setback. Because the media reports so quickly and news is always available, facts can go unchecked and information and details can be released before newscasters or teams have checked to make sure the information is correct. This can lead to victims being seen unfavorably, or even skew the public view towards victim blaming.

In 2014 *Rolling Stone* magazine's story "A Rape on Campus" was published about a woman alleged she had been raped. She was later found to have fabricated the story, which jeopardized the understanding that sexual assault is happening. In fact it led much of the public to believe that sexual assault allegations are more often false than factual (Coronel, Coll, &

Kravitz, 2015). Yet, it is not entirely the media's fault that false stereotypes are created; we are still fighting the misinformation and feelings associated with sexual assault. "A large minority of members of the public are likely to have inaccurate assumptions about the nature of rape, seeing it as related to desire and attraction rather than violence, control, and humiliation" (Burrowes, 2013, p.8).

As a society we are still trying to define rape, especially when a person the victim knows committed the assault. Media can bring attention to an issue so that change can occur, but it can also create setbacks through sensationalism because it can provide doubt. Victims suffer from fear of not being believed, and from the harassment that occurs once a story hits the media, as there are so many ways for the public to accost victims such as Yik Yak, Facebook, Snapchat, and other social media sites that people use as a forum.

There are so many mixed messages in media through what is presented, such as the Brock Turner case in which the perpetrator was freed three months after sexually assaulting an unconscious woman. This case drew media coverage by the Los Angeles Times, Fox News, the Cable News Network (CNN), and the Chicago Tribune, but what was the end message? What was the result of a rapist serving only three months of jail time? What has media coverage of this case said to future victims and sexual assault survivors? While this case was brought to trial and others were able to witnesses the atrocities and the sentencing, what is the damage that may have occurred from this case?

With the Office for Civil Rights (OCR) review conducted on over 100 universities, change is finally occurring. Universities are rightfully taking a harder look at and a firmer stance against those students who commit acts of sexual violence, but the results from college campuses continue to be staggering. Because of this investigation universities have had to assess what they are doing to comply with OCR mandates of reporting, investigation, and educating students, staff, and faculty on sexual assault.

40% of colleges and universities have admitted to not investigating a single sexual assault in the last five years (U.S. Senate Subcommittee on Sexual Violence on College Campuses, 2014). According to the July 9, 2014 report from the U.S. Senate Subcommittee on Sexual Violence on Campus, there were many mitigating factors that led to universities failing to comply with appropriate processes. Many universities had no training to even understand how to appropriately investigate cases—no training was provided to their law enforcement and no

training was offered to students sitting in on sexual assault hearings. This same committee found 30% of colleges and universities offered no training on sexual assault to students or law enforcement officers, and 70% of colleges and universities did not have a protocol for working with local law enforcement (U.S. Senate Subcommittee on Sexual Violence on College Campuses, 2014). Where universities really failed was in their lack of coordinated effort to have a plan for victims, from the reporting process to the law, or to any resources (U.S. Senate Subcommittee on Sexual Violence on College Campuses, 2014).

Sexual misconduct on college campuses is an epidemic that requires faculty, staff, and student participation to change the way we think. Sexual misconduct is a serious issue that no one should have to endure. However, it does occur and it happens frequently to students on university campuses, including UAF. It is up to staff, students, and faculty to make sure all of us are safe on campus. It is time for universities to ensure that faculty, staff, and students have not only training to identify and help each other navigate the Title IX process, but that prevention tools are also provided in an effort to combat sexual assault.

Prevention Tools

While the tool built for this project will be a great addition to our process, there is so much that must happen in order to effectively combat sexual assault on college campuses. The Wilder Research Report (2007) shows historical changes in publicity involving sexual assault, starting with the 1960s movement within the United States. This focused on sexual and domestic violence and brought new attention to victims of rape and the needs of individuals enduring the horrific ordeal of assault and domestic violence. The Wilder Report focused on a variety of issues that changed and shaped history, and rewrote how colleges handle sexual assaults and the judiciary process of rights afforded to both the accused and the victim. This movement helped bring about other positive events, which the Wilder report indicates in its timeline of turning points from the 1970s: the first rape crisis centers were established in San Francisco and Washington D.C., Susan Brownmiller's *Against Our Will* draws widespread public attention to the issues of sexual violence and rape, and the National Coalition Against Sexual Assault (NCASA) formed to combat sexual violence and promotes rape victim services (p. 7).

The report (2007) continues to highlight the changes that are occurring to bring publicity and light to this issue, with the 1984 Ms. Magazine Project on campus sexual assault, which

drew attention to the prevalence of acquaintance rape, as well as to the first national symposium on sexual assault sponsored by the Federal Bureau of Investigation (FBI) and the Office of Justice Programs (OJP). Furthermore, the report shows the increase of awareness to the Campus Sexual Assault Victim's Bill of Rights Act of 1991 and the Renewal of the Federal Violence Against Women Act of 2013. These efforts demonstrate commitment from the government and the people to making changes, not just at the college level but also in other areas, such as sex trafficking and the military.

With all of these movements, laws, and changes, programs were developed and evaluated to determine what worked in the area of prevention. The challenge for producing statistics and other evidence for the validity of these programs is that many of the programs are so new to colleges; very few evidence-based programs have enough statistical evidence or other data to show they make a difference in the prevention of sexual assault (DeGue, 2014). Over a dozen studies have been conducted using a variety of methodologies to evaluate success rates and improvements, as well as to implement change, but none so far have provided a decrease in misbehavior or sexual assault. What is shown through the different college programs is that awareness has increased; unfortunately not enough time has passed to show impactful change within the college environment. It is imperative that programs continue to be implemented and studied so that surveys can be completed and data analyzed to see what prevention programs are eliciting change. Focusing on prevention and student education is necessary in order to change how staff and students navigate college life.

In a recent report the Centers for Disease Control (CDC) examined more than one hundred studies and in these, found only two of 140 strategies with demonstrated results (DeGue, 2014). Additionally, both of the successful strategies were designed and implemented with middle schools students and not college students. The two programs, Safe Dates (Foshee et al., 1998) and Shifting Boundaries (Taylor, Stein, Woods, & Mumford, 2011), are longer sessions or weeklong programs that have a curriculum that reviews multiple facets of sexual assault awareness. These programs review attitudes, relationships, safety concerns, and a variety of other issues, and use teaching methods that engage students.

Safe Dates is a program intended to teach from a young age what dating relationships should look like and how to be aware of, or stop dating violence and psychological and physical abuse in relationships. It is a five-part class that uses a variety of materials and training methods

in order to be effective and continues with a four-year follow up. Shifting Boundaries is also intended for middle school students and has a two-part approach that has the goal of teaching students to be aware of sexual harassment and abuse, and how to promote positive attitudes and become bystanders who will intervene using nonviolent methods. It is possible that these could be adapted or altered to work for college students, but with these programs comes the cost of adapting them. The messages of these two programs are continued for several weeks rather than a quick one-hour session, which helps students truly understand and internalize the information. The CDC found that student views toward violence were changing from where they started prior to the programs, and students were willing to intervene or report if they saw behavioral abuse (DeGue, 2014).

While these programs were not intended for college students they could be adapted to the college curriculum with examples that are more relevant to college, such as living in residence halls, not having curfews, late nights, and generally less in the way of student accountability. If the content was adapted to fit to the university it would relate to the college students learning about these topics. Further, these programs also identify "hot spots" that would need to be uniquely adapted to each university, with some overlap in areas such as a residence hall, library, gym, and cafeteria. This would be partly due to an effort to recreate the changes that have been seen in middle school students.

Though these programs would need to be adapted, there are certainly learning points for creating prevention and evidence-based approaches to address sexual violence in college settings. DeGue sums up this issue well by stating,

> The shortage of effective strategies for sexual violence prevention reflects, in part, a lack of rigorous evaluation research examining sexual violence behaviors instead of only attitudes. However, the shortage of effective approaches may also reflect a poor fit between the types of strategies being developed, implemented and evaluated most often--including in college populations--and what we know about the characteristics of effective prevention (2014, p.7).

It is important that studies continue to review the programs that are being used and that information is shared and applied in an effort to shift attitudes, education, awareness, and to achieve the overall goal: preventing sexual assault and misconduct.

Though educators are lacking deep and thorough studies on programs, there are many programs that are being worked on and evaluated at the college level. Most of these are

bystander trainings such as Green Dot, Coaching Boys Into Men, and Bringing in the Bystander. All of these programs teach participants how to make a change and intervene in times of crisis. Currently UAF has adapted the Green Dot program into trainings, and hundreds of students, staff, and faculty have gone through this bystander training. At a university of over 9000 students this is still an incredibly small percentage. According to the Live the Green Dot website (2017), a study funded by the CDC shows that this program reduces sexual violence by 50% (Hautala, 2014).

Another study evaluating the effectiveness of the Green Dot program, this one by Cook-Craig et al. (2014), was conducted by the Commonwealth of Kentucky in a five-year study funded by the CDC. While Green Dot is still an early program, the success rates are showing change. It is important that universities promote and take advantage of what we know now by getting students, staff, and faculty to attend the program. Programs like Green Dot need to be mandatory upon employee hiring in order to ensure that those working at a university understand the benefits of this program. A university would also benefit from implementing this program as mandatory during certain established classes, or offering it on its own in a one-credit class. This would provide prevention, education, and programs on sexual misconduct in an effort to support the changes this type of program shows are possible.

There are also other programs that are emerging which follow the recommended success model: a sustainable and continual (semester or session-based) educational program. The Centers for Disease Control and Prevention (CDC) (2016) show that this model of using a slow-developed structure of awareness instead of a quick one-hour educational session holds a promise of change. Other effective programs identified by the CDC are Safe Dates, Shifting Boundaries, and RealConsent. These programs demonstrate that progress is possible when undertaken with young participants. Participant viewpoints can be changed, and relevant information can be provided to students that show a more positive way of viewing relationships and combatting relationship violence.

The RealConsent program is showing promise at the college level. It is designed for college men and uses a bystander model that increases knowledge in the areas of intervention, misconceptions, and attitudes and beliefs toward rape. The RealConsent program accomplishes this by addressing behavior caused by gender roles. The RealConsent program also requires a follow-up session after six months of taking the course, which has six different web-based

modules that engage the participants. According to Salazar, Vivolo-Kantor, Hardin, and Berkowitz (2014), the results of this program are showing that after the program participants have more knowledge of sexual assault and what it entails, a better grasp of consent was obtained, and they were more empathetic to victims of sexual assault. Additionally, they were more likely to intervene in a situation in which they felt behavior was inappropriate. These changes show promise in educating students to create a different standard of what is tolerable behavior and what is no longer acceptable. In addition to the programs that actively engage participants, there are also passive programs that may be used as awareness and prevention tools.

UAF is currently using *Haven* as a mandatory class for all newly enrolled bachelor and graduate degree-seeking students. This year's numbers, according to UAF's Dean of Students Office, indicate that 800 students have completed Haven and 245 have completed HavenPlus (a program for students over 25 years of age). While this number is over 1000 participants total, this is still a small portion of the university's total population, and participants are only reached through an online prevention tool. While this may not be the most effective tool, it is certainly a step in the right direction and may be the best option for certain campuses in light of staff shortages and/or limited student participation.

In addition to in-person classes, bystander training, and online tools, there are also several awareness campaigns that have been brought to campuses, such as No More, It's On US, White Ribbon, and The Red Flag Campaign. These campaigns show institutional efforts to connect with students, faculty, and staff. While they all have wonderful messages of support and awareness, universities once again face the challenge of a lack of assessment; studies are necessary in order to best determine effective programming for the students we serve (Randall, 2014).

With the large variety of awareness and prevention tools developed and still in progress, colleges are all trying to determine what is going to work best for their school. Hopefully with time and an increase in studies on effectiveness, they will be able to determine what changes to implement for their student bodies. But it is imperative that options be provided as we know different cultures learn in different ways, and having a variety of options will help students make choices that are best suited for them and most effective for their learning style.

Another consideration that must always be kept in mind is that the law is changing. Title IX has adapted to new societal norms as legislators and other policymakers review the law. This process can often be slow and cumbersome, which creates a variety of other issues for colleges such as a lack of money, limited staff, and policy change that may take years to implement. As suggested by the White House Task Force to Protect Students from Sexual Assault (2014), schools need to identify the issues that are occurring on college campuses through campus climate surveys and student interviews on sexual assault. The voice of those enduring sexual assault or those living, working, and attending colleges is powerful and must be regarded in the evaluation of what is working to help move forward with the prevention of sexual misconduct.

While school officials have a long way to go before they reach an ideal state of policy and practice in regard to sexual misconduct, they can find comfort that current prevention methods, while still new, are working. Results show that changes are happening at the university level, which are being shared and reported in an effort to support these programs. An example of this is the University of Windsor, in Ontario, Canada, sharing their results of a program called "Bringing in the Bystander."

Bringing in the Bystander is an in-person prevention program that Canadian universities at Windsor, Guelph, and Calgary have institutionalized in an effort to help their students. A June 10, 2015 article in the New York Times covers this program, which implemented two-year trial programs focusing on boundaries and self-defense. These studies showed that if women participated in this formalized training, the risk of rape, attempted or committed, would decrease. The results from the study showed that if that trend continued, for every 22 attendees one less rape would occur, and that the overall risk of rape would decrease by about 6% (Senn et al., 2015). Another article in the Los Angeles Times (June 10, 2015) by Melissa Healy reviewed the same program and found that a longer intervention program, this one twelve hours, provided statistical results that demonstrated a decline in the sexual assault of women on college campuses by 50% if they participated in this course. The challenges are that most trials and programs are still new and it may be some time before we see sustainable results that can be duplicated.

Of course educators and researchers alike recognize that sexual violence is an incredibly challenging area without one easy solution, and that "a comprehensive approach is essential" (Hoffman, 2015, para. 31). The battle against sexual violence is continual, and programs starting in grade schools are imperative to begin educating students on what is appropriate behavior and

how to stop violence. While most of these programs are still early in their development and substantial results are still being acquired, remaining inactive is not the solution to making change. Trying any of these long-term and sustainable efforts requires participation from all types of schools and must not stop until there is no longer a need because sexual misconduct has ended.

With all of the research sweeping the nation and the public attention sexual assault is gaining at the national level, administrators can no longer pretend that college campuses do not struggle with sexual assault, or that it is not taking place behind closed doors. Everyone must take part and participate to increase awareness and knowledge of how to prevent and stop a rape epidemic sweeping across our country and our schools. Change and awareness is happening, as demonstrated with the release of the documentary film *The Hunting Ground* (2015), which is sweeping the country, fostering discussion on how administrators handle sexual assault and other sex-based crimes (Yoffee, 2015). Prevention programs and bystander trainings, such as Green Dot, are available to help students understand the resources and tools to keep themselves safe, others safe, and how to get help. These two examples are only a portion of what schools are providing in order to help promote awareness and prevention. In addition to this, schools—specifically UAF—have finally started to provide funding to ensure that programs such as Green Dot, Sexual Assault Awareness Week, and Haven are growing and supported. Students are being better provided better resources to learn more about sexual assault, as well as methods of reporting. But have we done enough? While we focus on prevention, it is still important and necessary that there be a guide and resources that help students process and navigate this very large and cumbersome process when sexual assaults do occur.

University Services

While many colleges vary on what services are offered to sexual assault victims based on what policies and laws are mandated in that area, mental health crisis counseling is the easiest to access and offer (NIJ, 2005). The emotional trauma that follows a sexual assault requires that mental healthcare be available for the victim as they deal with a variety of traumatic symptoms, from denial and depression to post traumatic stress disorder, as these are conditions which can lead to homelessness or even suicide (Wilder, 2007). Crisis lines also exist to provide 24-hour support to victims; at UAF there is an after-hour crisis hotline for students, including those in

rural areas. Prior to establishing this after-hours on-call system, which was implemented in 2016, UAF relied on police, hospitals, and Residence Life to provide resources for victims of sexual assault.

Long-term counseling and treatment plans are offered at most universities to help students through a variety of issues, and those facilitating these processes are trained to help victims of assault. According to the Campus Accountability Project (2013), about 70% of college campuses assessed offer the 24-hour crisis service for survivors. These services should be available based on the variety of services that could be offered such as emergency contraception, human immunodeficiency virus (HIV) or sexually transmitted disease (STD) screening, therapeutic services, etc. Sexual assault and/or the trauma of the sexual misconduct process is challenging to deal with and requires assistance, which should be provided by a trained professional. This same report also found that a little over half of the schools reviewed offered emergency contraception, with less than 10% of them offering those services free of cost to the victims. This cost, associated with this process, adds stress to a student who has been victimized and should be receiving as many services as possible free of cost; the goal of the university should be to decrease stress.

Possible costs to consider also include transportation and a medical Sexual Assault Response Team (SART) exam, both of which should be free of charge to a student who has been a victim of any assault in order to help provide them as much support as possible. UAF does offer free transportation to the hospital for examination after a sexual assault for medical services used. This is not marketed at all to students, but it does exist so that the victim accrues no cost to get to the hospital for help.

Title IX offices help students navigate this process and explore their rights and remedies outside of law enforcement. Some individuals want to pursue conduct, which is the disciplinary process run through the Dean of Students Office. This conduct process can happen simultaneously with a court case but it is often seen as a benefit to victims when the criminal justice system feels like it has failed the victim due to a lack of evidence or support to take a case to court. University policy dictates that students receive a thorough investigation of the report to provide them rights, remedies, and updates of this process and procedure. Students may also seek to have the accused suspended or expelled from the university, and for some universities a Title IX reference or notation may be placed on their transcripts. Title IX offices are also

required to provide remedies to help the victim navigate their options such as an advocate, a mental health professional, a SART exam, medical assistance, and college assistance (switching classes, leaving school, making up tests). As a policy the university helps the victim continue to navigate or leave college by providing a variety of resources to the victim.

The Dean of Students (DOS) Office is certainly one location where victims are afforded rights and remedies, such as total medical withdrawal, class adjustments, suspension of classes, and working with faculty to provide adjustments for students. The DOS has a variety of methods to provide options to victims dealing with a sexual assault; these services help students by decreasing the stress of having to navigate academics. They also can help communicate with faculty instead of expecting the student to reach out and explain what they need, and may go so far as to postpone a degree so the student can focus on recovery. This is especially relevant if major medical assistance is necessary or the student is hospitalized because of the assault.

Often victims of sexual assault can suffer psychological trauma and can even disassociate from their physical selves for any period of time as they try to cope with the assault (Archambault, & Lonsway, 2007). Some even struggle to sleep, eat, and focus as they have flashbacks and nightmares, often making prioritizing classes or engaging with anything around them challenging. The DOS Office is instrumental in helping with the remedies so students can focus on healing.

UAF offers choices to the victim on how they want to proceed and process sexual assault. They can choose to wait before reporting or report to the advocate or to the Health and Counseling Office, which results in a confidential report, and no further action can take place unless the victim chooses to take further action. The victim can also choose to report only to Title IX and the conduct process, or they can choose that they would like to submit a report to the police.

Generally UAF works in tandem with police to provide the least amount of stress for the victim. Our policy is to contact all supporting parties: Title IX, housing, police, Dean of Students, the advocate, and a hospital to get the resident or student all the resources, transportation, and help to navigate this process. We also meet the victim in a location of their choice. For example, housing policy requires that if a sexual assault is reported, a full-time professional Resident Director shows up to talk to the student and offer that individual all of their reporting options. If they choose to report to the police, the police are contacted and arrive at the

location of the student unless the student wants to leave the area and go to the police station. This process is followed until the victim is in the care of a friend for the evening, receiving medical attention, or has chosen options elsewhere that no longer involve housing or university staff. At that point they have the staff contact information to help navigate next steps.

An additional major support for students, which incidentally is a policy at most campuses, is the advocate. This individual is located at the Wood Center at UAF and is able to help the victim with confidential reporting, resources, and support throughout the entire process. They are able to provide referrals, an emergency shelter, and explain the Title IX processes. They also work with a support group at UAF called Hold On Pain Ends (HOPE). Universities are not mandated to provide such support groups, but some have utilized them as a resource. Minnesota has "57 funded agencies, over half are part of a multi-service agencies, funded to provide domestics violence and/or general crime victim services as well" (Wilder report, 2007, p. 13).

In a study conducted by Karjane, Fisher and Cullen (2002) over 2000 universities in the United States and Puerto Rico were reviewed to see what was offered in regard to sexual assault. This study identified programs that are helping victims recover from the emotional and psychological trauma caused by sexual assault.

> Roughly one quarter—though about 6 in 10 four-year public schools and 4 in 10 HBCUs[1]—provide victim- related support services to special populations of students (e.g., living off campus, non-native English speaking, sexual minority, physically challenged, etc.). Only 3.2 percent of schools report providing victims with legal support, such as access to legal services, or even a student law clinic. In four-year public institutions, the percentage is three times higher, but the proportion furnishing legal assistance is still less than 1 in 10 schools (Karjane et al., 2002, p. x).

While many universities are providing support, not every university is offering a full scope of services to victims. Changes need to continue to provide victims the services they need following sexual assault. Furthermore, universities need to recognize that change has occurred and is continuing to happen, all the while not losing momentum. Those working, attending, or visiting college campuses deserve the continued efforts for services that they need to survive, endure, and heal. But, it is clear that this is a never-ending process and students deserve a tool that provides remedies, offices, solutions, and explains the Title IX process in one easily

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[1] HBCU- refers to Historically Black Colleges and Universities (Karjane, Fisher, and Cullen, 2002).

accessible place. This tool is what has been developed and will be further explained in the following chapters.

Chapter 3: Methodology

A campus sexual assault study by Kreb et al. (2007) demonstrated that many students are assaulted within their first year of college. A study by Abby (2002) found that 31% of first-year women experienced some type of sexual assault; this rate steadily declined for each year the women spent in school. In an effort to mitigate this increased likelihood of assault first-year students were recruited to participate in this study. In order to provide an educational tool for students, this study emphasized educating students about resources and options immediately upon entering college.

Both qualitative and quantitative research methods were used to ensure a robust study design. Qualitative methods of collecting and analyzing data are beneficial for populations that may be underrepresented, as they may seem less intimidating (Curry, Nembhard & Bradley, 2009, p.1444). Focus groups allow for the individuals engaged in discussing "sensitive or intimate topics" to be comfortable enough to expand on their answers (Curry et al., 2009, p.1445). Morgan defines "focus groups as a research technique that collects data through group interaction on a topic determined by the researcher" (1996, p. 130). This type of data analysis allows not only for the incorporation of values but for also students to have the opportunity to be a part of an environment where they can freely express their own ideas and opinions on Title IX. This freedom adds value to the overall research on what a student's perspective is on Title IX at UAF.

The focus groups in this study mimicked the philosophy behind "talking circles" in order to incorporate indigenous populations. As described in the American Indian and Alaska Native Student's Guide to College Success (2007), there is a connection to the circle by sun, moon, and sky, seasons, horizon, and birds' nests. These circles are connections to life processes and decision themes. Pavel and Inglebret state:

> All important information was imparted in a circle. We used expressions such as "social circle," "circle round," "come full circle," and "talking circle." To get to the conclusion of a problem we must return to the beginning, and that is a circle (2007. p. 12).

Because of the importance of the symbol of circles representing awareness of the cyclical nature of existence in many Indigenous cultures, value was placed on recreating this type of communication in an environment familiar to Indigenous students. While the focus groups in this study were not identical to talking circles, this method was provided to create an environment that felt respectful to Alaska Natives' ways of life and to the importance of the connections associated with a circle as mentioned above. During these focus groups, the goal was not to draw attention to

why the event was a talking circle; however, participants were intentionally positioned in a circle allowing for the discussion to move and flow as students talked through their thoughts and opinions.

Office for Civil Rights guidance, as laid out by the White House Task Force to Protect Students from Sexual Assault (2014), suggests using climate surveys as a preferred method to collect data from students on the topic of Title IX. The website "The United States Department of Justice" (March 22, 2017), explains that campus climate surveys are surveys that generate data on campus attitudes pertaining to sexual assault and the extent of sexual assault on college campuses. This guidance continues to explain the climate survey's focus on perception, campus police's response to sexual assault, and how university leadership views sexual assault. Instead of using a climate survey, which asks students to report their own sexual assaults to determine how many are occurring, the survey used in this study was tailored to evaluate students' perception on resources, remedies, and processes. It was appropriate to include this quantitative analysis to capture a wider range of opinions (Morgan, 1996). The combination of these methods were used to paint a broad picture of student perceptions while also collecting an intimate depiction of students understanding of Title IX. This was accomplished by using thematic analysis as a method by following a set of questions. The notes from the focus groups were compiled and coded into categories if they applied to the research questions "Do the results help create the navigational tool because they are relevant to Title IX?" "What patterns and themes emerged?" "Does anything interesting emerge that may benefit first year students that should be considered for the navigational tool or future research?"

The quantitative data was analyzed using a binary[2] method for yes and no answers as they were split into the two categories. That data was then combined to make percentages of how many participants answered one way or the other. The data was broken down into ordinal categories[3] as participants could only select the options provided on the survey. The analysis of the qualitative data was achieved by using a thematic method. This was accomplished by analyzing the data and coding it into organized ideas, similar phrases, and words in order to identify a theme. The qualitative and quantitative data was compared by reviewing the coded data and compiling the repeat patterns (more than twice) to determine if themes were established. The data from the focus

[2] Binary data as defined as only have to values, such as yes or no (Frost, 2012).
[3] Ordinal is having values ranked by the participants such as "very", "extreme", "limited" etc. (Frost, 2012).

groups and survey was then analyzed using the compare and contrast (Ryan & Bernard, n.d) method. All the data was then analyzed in order to determine what the data and themes as outlined in chapter four indicated so that the meaningful data could be incorporated into the navigational tool.

The study reviewed and approved by the University of Alaska Fairbanks' Institutional Review Board (IRB) process and was implemented according to the approved plan. The participants were recruited from first-year UAF students living in the following on-campus residence hall buildings: Nerland Hall, Moore Hall, and Skarland Hall. Contributors were recruited through multiple e-mails and floor meetings; in-person and fliers were also utilized to recruit for both the survey and the focus groups. Participation was voluntary and students were selected from a convenience sample within first-year buildings. Participants in the survey were not offered any incentive or compensation. Those participants that that attended the focus groups were offered dinner as an incentive to participate. Because of the potentially sensitive nature of the survey, a Title IX Investigator and resources were available to all participants (Appendix C).

Participants: Sampling Frame

The first-year population of residential students was easily identified by Residence Life, as they have created residence halls for first-year students, 20 years of age and younger. These students live in three residence halls on the UAF main campus: Moore Hall, Nerland Hall, and Skarland Hall. A roster of these first-year students made available to the researcher created a more narrow and targeted sampling frame within the population of all first-year UAF students. The population of residential first-year students, minus Residence Life RA staff, was a little over 300 students. While recruiting participants, notes were compiled, recording every student that requested not to participate. Once a student indicated they were not interested in participating, the sampling frame was updated, and the researcher refrained from asking these individuals to participate again. Using the sampling frame, the researcher was also able to identify all ages through Residence Life.

Participants: Sampling Strategy

Once identified, all first-year student participants were initially recruited via floor meetings, and a convenience sampling was generated in the first-year residence halls. After inviting students to participate, the researcher was available to help participants fill out the

consent forms and surveys if students were interested in providing insight on the resources, process, and remedies related to Title IX at UAF. The researcher also explained how the data would be compiled, shared, and used.

The first goal was to achieve a sample size of at least 30 to provide enough information and feedback to create the navigational tool. Hogg and Tanis' Probability and Statistical Inference, which explains that results collected from a sample size of thirty will likely be normally distributed than a sample size less than thirty, was referenced by researchers in regards to sample and population size (Kerns, 2010). While the researcher's goal was to collect insightful information from a representative sample to create the tool, students continued to participate in larger numbers than originally anticipated. The researcher continued to ask students to participate until the number of potential new participants fell below the number of students who declined to participate, 20-35 per day. Of a population size of 322 students, the final sample size was 105 ($N = 105$).

Participants: **Survey Participants**

A total of 105 individuals, all between the ages of 18 and 20 years, participated in this survey: 48 women, 51 men, 3 gender-queer or gender non-conforming, and 2 questioning. Students self-identified as 21.90% American Indian or Alaska Native, 2.86% Asian, 4.76% Black or African American, 4.76% Hispanic or Latino, 2.86% Native Hawaiian or other Pacific Islander, and 66.67% as white (Appendix D, figures 1.1 & 1.2). When comparing Native and non-Native students, there were 81 respondents who identified as being non-Native and 23 respondents who identified as American Indian or Alaska Native. 60% of the students shared a room with a roommate and the rest of the students lived alone.

A study by United Educators found nearly 73% of sexual assault victims were freshmen and that freshman were nearly 88% more susceptible to sexual assault by multi perpetrators. This same report also found that 60% of sexual assaults occurred on campus and the most reported location was 53% residence halls (United Educators, 2015). Because of these high statistics regarding sexual assault, first-year students were identified as being vulnerable. These students were chosen to help answer the questions of this project, which were "What do students first-year students know about Title IX?" and "Can they help build a tool that provides insight into what they need more information on in regards to Title IX?." This vulnerable group was

identified participate in the study and the focus groups to help determine what gaps needed to be addressed by incorporating that information into the navigational tool.

Participants: **Focus Group**

A total of six individuals participated in two focus groups; all between the ages of eighteen and twenty years of age. Students self-identified into the following two categories four identified white and two students identified American Indian or Alaska Native. The first focus group had two participants both male and female. One student identified as white and the other identifying as Alaska Native. The second focus group had one female and three males, one student identified as Alaska Native the other three students identified as white. All the students shared a room with a roommate and only one students lived alone.

Two students participated in the first focus group and four students participated in the second focus group. All participants recruited by the researcher lived in the first-year residence halls and were enrolled in college classes. Email addresses were collected from twelve interested individuals participated in the survey. Prior to the meeting of the focus groups, an email reminder was sent to the students. Students were offered dinner as an incentive. Because of the potentially sensitive nature of the topic discussed in the focus groups, a Title IX Investigator and resources were available to all participants (Appendix C).

Materials: **Survey Questionnaire**

A survey was chosen as the method of collecting data and responses from first-year residential students. This was in an effort to gather opinions from the many individuals involved. The survey questions supported gathering information and student input on the topics of reporting Title IX violations on the UAF campus, as well as what resources students believe can be offered and where. The purpose of the survey was to collect information about the gender-based or sexual misconduct policies at the University of Alaska Fairbanks, with specific emphasis on the perception of sexual assault or sexual misconduct on campus, the perception of the investigation part of the Title IX process, the communication students expect or would like to receive about this process, and university resources and reporting locations.

The survey was developed to allow students to provide input on a topic that is often challenging to discuss. Because the Title IX process involves continuing rights, remedies, processes, and reporting, it was important to capture as much information as possible from the

student's perspective. The data from the survey was used to help develop a navigational tool that placed emphasis on the areas that students felt were lacking in explanation, and/or to identify and utilize the language students were using in an effort to explain Title IX.

The survey (Appendix A) was created in such a manner as to include items such as gender identification, age, race, living situation as well as resources, remedies, and places to report sexual assault on UAF's campus. The survey was organized into several sections and was provided to students in a paper format. The survey began with the introduction, which explained that the questions were to be used in an effort to develop a Title IX navigational tool. It consisted of 35 multiple-choice questions, including the demographic information. Six questions with multiple-choice answers had an "other" option and asked the participants to write a response. One question asked for an answer in paragraph form. These questions were designed in an effort to ensure students had the ability to select options not already provided, or to provide an example that might be more participant-friendly.

The topics covered in the survey were:

1. Where can students report Title IX issues?
2. What services are available to students going through the Title IX process?
3. Are students comfortable in where they can report?
4. Do they know about the remedies and resources available to them?
5. Do they know where these resources or reporting places are located?
6. Do they feel like Title IX is an issue at UAF?
7. How can the Title IX tool be improved on?

These questions were meant to collect ideas and options on topics such as what a sexual assault victim should be called, what a person accused of sexual assault should be called, how students receive communication about Title IX, the best way for them to receive information about Title IX during New Student Orientation, and the best way to disseminate Title IX information across campus. The survey also focused on student perception of sexual assault on the UAF campus; for example if students knew how to report Title IX violations, what key offices offered assistance, and what the investigative process involved. These questions helped to identify which areas of the navigation tool would require more information.

Participants were provided a Title IX resource handout, which compiled university and community resources for victims of sexual assault. This handout (Appendix C) listed phone numbers and emails for Title IX reporting, the UAF Resource and Advocacy Center, the Interior Alaska Center for Nonviolent Living, UAF Health and Counseling, medical services on and off campus, the UAF Police Department and 911, and UAF housing staff on-call information. This was provided to participants during the survey and offered again after the survey was completed. As mentioned above, a deputy coordinator for Title IX was present during the survey.

The survey data was entered into a Microsoft Excel spreadsheet so that each participant's selection could be recorded, reviewed, totaled, and converted into numbers for the purpose of learning what the majority of students knew and in what areas students required more information. The purpose of compiling these answers was to create data that could be analyzed to determine where the deficiencies were in educated students on the resources, investigation and other areas of the Title IX process. The survey responses were entered in an Excel spreadsheet organized with each participant assigned a row, and a column assigned for each question. The resulted in a spreadsheet with 105 rows and 34 columns because 105 surveys were received. The respondent's answer(s) to each of the 34 questions was entered into the appropriate cell according to the character (A,B,C D, etc. or Other) assigned the selected answers. For questions that received more than one answer, all of the characters were included into the cell. When, "other" was selected as a response, the actual word or phrase was entered into a cell on a separate page (Appendix E). One question (#34) was captured into the same spreadsheet along with the "other" phrases so that it could be coded an analyzed with the collected data for repeat patterns and themes.

The example below provides the initial spreadsheet design.

Participant	Questions 1	Question 2	Question 3	Question 4
1	a	b	c	abde
2	b	a	b	abc
3	c	b	a	abe
4	a	a	b	Other: person

The 105 returned surveys were manually entered into the spreadsheet and had three data check reviews completed to ensure the highest quality of data precision during the data entry process. "Other" answers were examined to detect repeat patterns. For this survey any "other" responses that occurred two or more times was considered a repeating pattern or theme. Because the responses to the "other" category were limited, more than two responses could be seen as important to the participants. Ryan and Bernard specify that when conducting research the overall goal of initial exploratory phases that occur during research is to generate as many themes as possible (2003). With this in mind, the determination of two to constitute a theme was used within the research.

The answers to this question were recorded separately, along with anything students wrote-in when they had the option to choose "other." These answers were analyzed by informal word repetition method to look for repeated patterns in order to identify themes; two or more mentions of the same response or same type of response constituted a theme. This method of sorting words and phrases into themes was used for this project. Ryan and Bernard (2003) demonstrated that a repetition throughout an interview determines a theme. They cite several interviews by Claudia Strauss (1992) that illustrated how the repetition of ideas captured in writing down what was being said was connected to themes that were important to the individual in the study. Ryan and Bernard reference how the greater frequency with which a concept or word occurs, the greater the likelihood that it is in fact an important theme (2003. p. 89). Because of the limited participation in the write in "other" portion of survey, two or more repeated responses was determined to constitute as a theme in order to be coded and then included in the tool. These repeated words were seen as clues to the established themes, which

were entered into the spreadsheet and coded into categories. Often in qualitative research themes are collected through content analysis of the collected data. In a study by Ryan and Bernard, they state that words that are repeated "are often seen as being silent in the minds of the respondents" (n.d., para 9). One example was when a student wrote in "person" as an option instead of selecting victim or accused and another student wrote the same response. While this suggestion was documented it failed to constitute as a pattern or theme, according to the parameters of this study, because the response was so low with only two participants suggesting that term.

The multiple-choice questions that were closed-ended responses were calculated as percentages. For example, if 25 out of 105 students selected "a. Not at all" for "How problematic is partner or dating violence at the University of Alaska Fairbanks?" 23.8% of students would have reported thinking partner or dating violence is not a problem at the University of Alaska Fairbanks.

Because the focus of this study was of the first-year students' perceptions of Title IX and the Native students' perceptions, the students who identified as Native were included in the overall data compilation and then analyzed separately from the rest of the first-year population. This second compilation was created in order to informally note any specific differences in their answers compared to the rest of the student population. Students who selected American Indian or Alaska Native on the survey were separated from the rest of the first-year participants and their answers analyzed. Native populations were separated to ensure that their perception was included so that if they were requesting something specific it would be included or considered in the tool or future research. They were singled out because they are also at high risk for violence and sexual assault and need to be included in providing insight into additional methods of communication and perception to ensure they were not left behind. Many American Indian and Alaska Native men and women have experienced violence or will experience violence in their lifetime (Rosay, 2016).

The responses in this second compilation were tallied in the same Excel spreadsheet and separated into graphs for comparison to understand if there were variances in the responses in order to take those into consideration when building the tool. This data was compiled into charts by looking at the total responses to determine what information would need to be provided to students on Title IX process, resources, themes, language etc. For example, the majority of the

students knew an on-campus advocate was an available resource, but only a small number of participants knew the location of the advocate's office. While both of these facts will be included in the tool, the location is especially imperative since most of the students surveyed chose the incorrect location for the advocate's office on UAF's campus. This means, while students may know of campus resources, they do not know how to locate them in order to utilize said resources. The guide that will be the final product of this research will address these shortcomings.

Focus Group

Focus groups were conducted in an effort to have further conversation about the perception of Title IX at the University of Alaska Fairbanks. This method was also chosen to provide Indigenous populations with two different options to share feedback. While a variety of first-year students participated from many different races and ethnicities in the focus group, it was established in order to provide a process most often associated and familiar to Alaska Natives. Specifically, focus groups were facilitated to create an environment that might feel more familiar to these students by resembling a talking circle. Bohanon indicates that talking circles have been used by Indigenous peoples in a way to communicate life events, explore a variety of health issues, support each other, and to evaluate community issues (2005). According to Jean Stevenson, the utilization of healing, sharing, or talking circles provides support and assistance to those dealing with a variety of issues such as trauma, grief, and violence (1999). Because the topic of sexual misconduct can involve trauma, grief, and violence, talking circles were provided as a method that showed, "values of sharing, respect, and honor, the Talking Circle is one way for Indigenous People to communicate about life events" (Bohanon, J., 2005, p. 92).

Stevenson also references the "Native Council of Canada's 1993 Report," which affirms that, "traditional Healing Circles are being used with increasing frequency in urban Aboriginal communities" (1999, p.1). She goes on to say that she has noticed the effectiveness of utilizing healing circles and encourages other professionals such as therapists, counselors, and social workers, to utilize these methods (Stevenson, 1999). While the emphasis of the focus groups hosted for this study was not on personal healing, the nature of Title IX topics tends to fall under the care category.

According to "Mending the Sacred Hoop" website (March 16, 2017), talking circles are used to discuss sexual assault because this topic is so relevant to Native women's experiences. Sexual assault is an epidemic and the talking circle is one of support, healing, and discussion. Often talking or healing circles showcase success by providing peer support and counseling for those struggling to receive assistance in light of escalating healthcare costs (Mehl-Madrona and Mainguy, 2014).

A healing circle was used in 2012 when the American Indian Higher Education Consortium (AIHEC) partnered with the Interior Department's Bureau of Indian Affairs (BIA) and Bureau of Indian Education (BIE) to make change by bringing prevention and focus to sexual assault. These organizations formed a campaign titled "Restoring the Circle: Ending Violence and Abuse on Tribal College and University Campuses" (2012, para. 3), and they hosted a variety of events to discuss issues pertaining to sexual assault and to help create prevention methods. It was appropriate to employ this method as the focus group because of the success demonstrated through the aforementioned studies.

Healing or talking circle methods were an invaluable guideline for these focus groups. This method provided respect and familiarity for some of the students who participated. The students were positioned in the talking circle, but because the focus groups were so small and no interruption occurred, there was no need for a formal talking stick. Because of the way participants were seated in the circle, they all took turns speaking and answering, and participants were respectful and mindful of each other's thoughts and opinions.

After entering in the circle, participants were asked to sign consent forms (Appendix E) before the focus group started. The resource handout (Appendix C) was also made available from the beginning. The focus group participants agreed to be recorded so that their responses could be reviewed for summary in the write up of the project. A digital recorder was used for both focus groups and was placed visibly on a table when the recording started. A deputy coordinator for Title IX was present during the focus group to ensure that assistance could be provided if the topic became overwhelming for participants and to provide answers to any questions that may be asked about the process.

The focus groups were held in a private room where the conversation would not be interrupted and students could talk in depth about Title IX. The questions were developed to engage first-year students in a discussion of the process of Title IX investigation and the

language used within the materials or conversation. Focus groups generate information in a shared back and forth discussion as students share with each other and discuss the information they are providing each other (Scheuren, 2004). Because of this emphasis on dialog it was necessary to allow for the students to talk and guide the conversation as the Title IX navigational handout was presented.

The draft of the Title IX navigational tool (Appendix H), which was developed for this project, was distributed in cardstock format to the students to open and review during the focus group. The Title IX tool is a guide that is broken into colored sections that illustrate the Title IX process, the resources available, locations to report a Title IX complaint, and a map of those locations. When folded, the tool appears to be three separate cards stacked on top of one another; however, it unfolds into three parts to allow sections to be opened one at a time in a visually appealing and more easily comprehensible manner.

The focus group questions were developed to expand upon the survey and to understand how students considered the relevance of Title IX to themselves. The focus group started with the set of questions presented below in an effort to engage first-year students in a conversation about what they had heard or thought was happening regarding Title IX cases on campus. Students were asked each question, and then they were asked follow up questions to expand on the answers that the students provided. For example, if participants said they did not know of any issues, then the researcher may have asked, "Have you ever heard of a sexual assault or misconduct case?" before leading back to a discussion of specific issues at UAF.

The questions covered in the focus groups were:

1. How problematic is sexual assault and misconduct at UAF?
2. What do you know about reporting a sexual assault or sexual misconduct incident at UAF and who to contact?
3. What do you know about the process of what happens when sexual misconduct or sexual assault is reported?
4. How should the university refer to victims or those who are accused of sexual misconduct or assault?
5. In what ways do university administration at UAF support the victims who report sexual misconduct or assault?

6. What is the best way to communicate information to you about sexual misconduct or sexual assault policies and reporting procedures, and how often should contact be made?
7. What is your general perception of the Title IX navigation tool, what do you like or not like about the tool?

This exploration of answers followed the ORID reflection process (Hogan, 2003). ORID is an acronym for Objective (What do you know?), Reflective (What do you feel about the issue?), Interpretive (What does it mean?), and Decisional (What do we do?). The focus group followed most of these questions meaning what did they know about the topic that they were being asked, how did they feel about the issue we were discussing, the researcher interpreted the data to determine what did it mean and then the tool explored the decisional aspect of the ORID reflection process. During the reflective portion of the focus groups participants discussed how the tool could help or what solutions should be incorporated to help them navigate or understand Title IX.

The participants were not directly asked, "What do you feel?" or, "What does it mean?" so that the conversation would flow and not feel like the participants were being interrogated. However, these reflections were facilitated throughout the conversation. For example, the Brock Turner[4] case was used as an example of a Title IX violation, and participants discussed their personal feelings on this case, what it means for them as students and the community, and how the Title IX tool might be able to help by explaining the Title IX process better to students. Participants explored how they were angry and upset about this Title IX case and students being hurt, and that while they know Title IX is important, they still lacked a comprehensive understanding of Title IX. The Brock Turner example was also used to determine what the participants knew about Title IX from the media and if they were knowledgeable about the public case which is referenced in the literature review of this study. Part of the strategy of bringing up a specific case was to determine what types of information should be provided to students in order to educate them about Title IX. Specifically, this was to evaluate if they thought Title IX was an issue from their perspective.

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[4] Brock Turner, 20 year old college student sexually assaulted a woman, was caught assaulting her by two students, while she was incapacitated. He was sentenced to six months in jail but the judge found him "less moral culpability" because of both parties were intoxicated (Fuller, T., 2016).

Focus group participants were also asked who they would go to first when reporting a Title IX violation and why they would make those choices. This was to help determine what staff, faculty, or administrators may benefit from having a streamlined Title IX tool or even additional Title IX training to better serve students.

Some of the questions explored the language of Title IX. For example, the title of "respondent" is now used at UAF instead of "accused." This change was discussed because in 2016, UAF started using "respondent" instead of "accused" without input or feedback from students and staff who were using the words while OCR (2014) guidance and other universities used words such as "perpetrator," "accused" (Cantalupo, 2010), or other terms.

This UAF-specific language was causing confusion during actual Title IX investigations that the deputy coordinator was handling from 2016 and into 2017 in which students, during those investigations, would stop the interview and ask who was being referred to by the use of the term "respondent." Because of this, it was important to determine what terms students associate with this investigative process in an effort to incorporate the student-selected terms into the tool. The focus group discussed personal perceptions of what words should be used to refer to an "accused" or "victim." This was discussed in an effort to establish that students are not using "respondent" as a choice.

Discussions continued until all listed questions were answered. Because the groups were so small, the questions were largely answered in the order above. After the questions were complete, the Title IX tool was presented for the participants to review. Participants were provided the opportunity to see a paper copy draft of the tool and offer feedback on what parts of the tool were useful. Additionally, the researcher wanted to know if the outlined processes were explained simply enough and if the tool was going to help students navigate the Title IX remedies, process, and reporting options. The participants were also asked if they liked the appearance of the tool, what they liked about the tool, what they were drawn to, and what features they appreciated or wanted to see more of as they flipped through it and passed it around.

The participants' feedback on the tool was collected by recording their responses and documenting repeated statements. For example, many participants stated they liked the bright colors and how the sections were split into colors, which contributed to the formation of a theme that color was important. Notes were taken again separating each person into a column so their

statements were collected while still protecting their identity. Words or phrases that were similar were circled and compiled into a different spreadsheet of responses that were mentioned two or more times by more than one of the focus group attendees.

Because the focus groups were so small in size, the data, recording, and notes were reviewed and written into lists of repeated words and patterns of what interesting information emerged and how it would help develop the tool. The notes were simplistic in form, as the participants did not speak fast and were thoughtful in their discussion. For example, when asked if "victim" and "accused" seemed to be the right terms to use, participants engaged in a short discussion. "Victim" and "accused" were repeated by most of the participants creating a pattern that lent itself to a theme. This pattern shows that these were the words that the participants valued and chose throughout the conversation. Overall, the responses were limited because participants did not fully understand the process of Title IX. This led to most of their feedback being focused on their impression of the tool.

A theme was identified by attempting to analyze patterns of repeated words or statements that the focus groups participants used. For example, while discussing Title IX at UAF the participants knew Title IX was important but could only provide one relevant response that needed to be recorded pertaining to UAF. Discussion about this specific question revealed that students should be provided more information about Title IX because they knew it was "important" but they didn't know why. "It's important" was repeated by more than one participant and was identified as a repeated idea, as was their uncertainty about how it pertained to them as students. The idea of providing more information about Title IX upon students arriving at college such as during orientation was mentioned. Participants also discussed receiving Title IX information through web-based options, the tool produced by this project, and at residence hall floor meetings. All of these options were included in the tool or noted for future exploration based on the participants' lack of understanding on the issue.

The conversation was not transcribed verbatim. Statements such as the mention of the Brock Turner case, while interesting, lent nothing to this specific research project or the tool, thus it was not recorded in the final compilation of results. After each session, a summary of the dialogue was compiled to ensure the suggestions made about the tool were implemented. Each participant was given a letter that corresponded to the focus group they participated in (1 or 2); this ensured anonymity. The sheet for the first focus group was divided into two columns so

each participant's thoughts, comments, and quotes could be captured and the letter A and B was listed at the top as the participants wore an A or B on their name tag. In this way, the participants' comments could be written in their identified column. For the second focus group, with four participants, the data sheet was duplicated, but there were four columns with the nametags labeled A, B, C, and D. At the top of each sheet were the letters A-D, and lines were drawn down the sheet to separate columns and organize the participants' comments in the appropriate column.

The data compiled included repetitive phrases and words in addition to quotes or ideas that pertained to the tool. Repetitive phrases were any phrases repeated more than once or in a variety of ways from more than one participant. An example of this was that one participant mentioned a website should be included. Another participant agreed that a website was needed, and this thought constituted a pattern, according to the parameters of this study, as it was stated two times. Ideas such as adding a website address, providing more information on the Title IX process, using the words "victim" and "accused," ensuring information is easily found, and making color, graphics, and maps visually appealing were compiled onto a page so they could be incorporated into the final draft of the tool.

Accumulating as much information as possible based on accessibility of participants and the limits of resources from both of these methods was done in an effort to develop a tool that focused on breaking down the Title IX process in more student-friendly fashion. The focus group was used specifically to allow for a type of talking circle that would best serve the Indigenous populations. The survey allowed for a collection of data from multiple participants in an effort to determine how knowledgeable first-year students were in regard to options on the topic of Title IX resources and the Title IX process. Two focus groups were hosted to specifically allow for a type of talking circle to best serve the Indigenous populations. Using these two general methods, data was collected from UAF's diverse student population, and these voices represented multiple perspectives and were organized according to the themes outlined above and provided in full in Appendix E & F. The results of evaluation and analysis will be discussed in the following chapter.

Chapter 4: The Results and Conclusion

Researcher Notes

After analyzing the results of the survey and focus groups, this study has proven the importance of researching and evaluating students' perception of how universities ensure necessary communication, resources, and information on the topic of Title IX is provided. The findings from this study, listed in the following paragraphs, have proven the importance for universities to take action in providing more communication, resources, and information regarding Title IX in a variety of different ways. The data compiled in the following chapter shows that the participants' perceptions of Title IX, reporting, investigation and other processes are limited. The respondents knew where to report, that reporting was their right, and that there were no time limits on when reports could be made, but the data will also show the limits of their knowledge. For example, participants had a limited understanding of what specifically took place during an investigation. Additionally, while participants knew there was an advocate, they did not know where the advocate was located or what services or options the advocate provided. Generally, while participants knew different campus departments where Title IX issues could be reported, they were not sure what resources each department offered them. Participants indicated they wanted more information on Title IX during orientation and floor residence hall meetings. Participants also indicated they would have preferred receiving updates via text or email messages when going through a Title IX case.

The following chapter will lay out the results from both the focus groups and the survey and discuss the significance of these results. It will discuss how the results/responses were utilized to create the navigational tool. Responses will show that UAF has provided information to students, but those who participated believed more information was needed. Participants agreed that a Title IX navigational tool where all Title IX information was combined and easily accessible would be a useful resource. The data compiled showed that concerted efforts need to be made in order to ensure students understand their rights and resources while attending college because student lives can be impacted greatly by how the university faculty, staff, and administration choose to educate students on this topic. Title IX is a large and encompassing process—from individual rights, remedies, and prevention to awareness, so it is valuable to receive students' feedback. This feedback will allow for universities to work with students in defining clear processes, communicating and adding emphasis to areas students fail to

understand, and providing many of the resources students may desire. This can only be done by following Office for Civil Rights (OCR) guidelines: utilizing suggested climate surveys, exploring ways to make the Title IX process clearer, and maintaining extensive communication on processes, remedies, and reporting methods available to students.

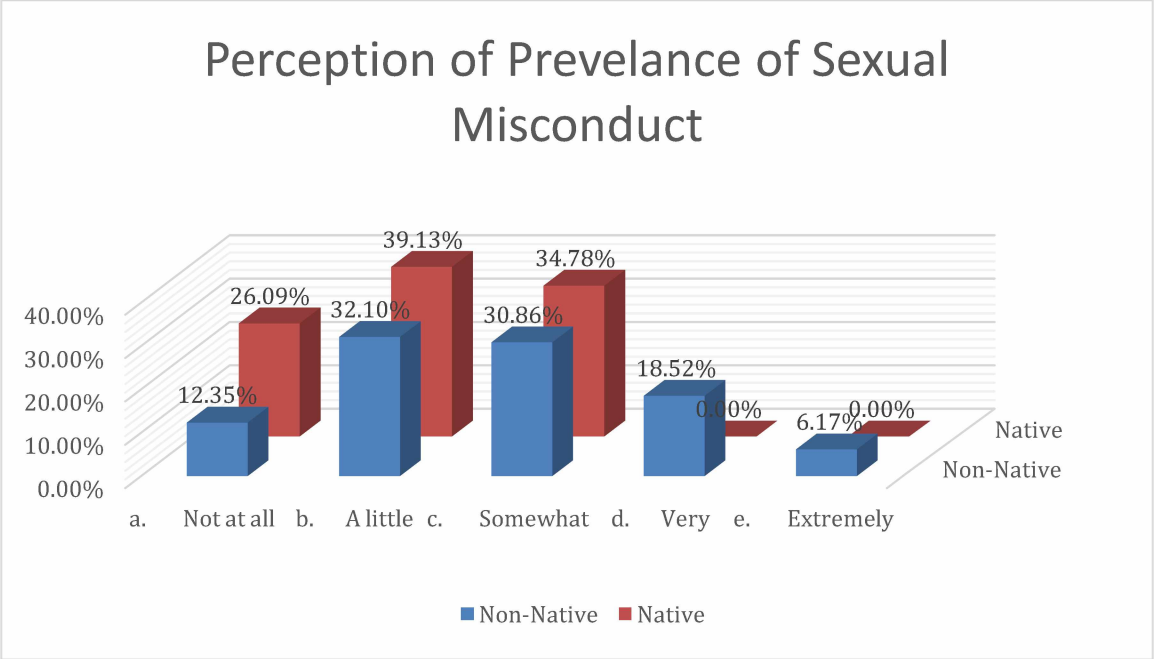
RQ1: Do students really understand Title IX and their rights?

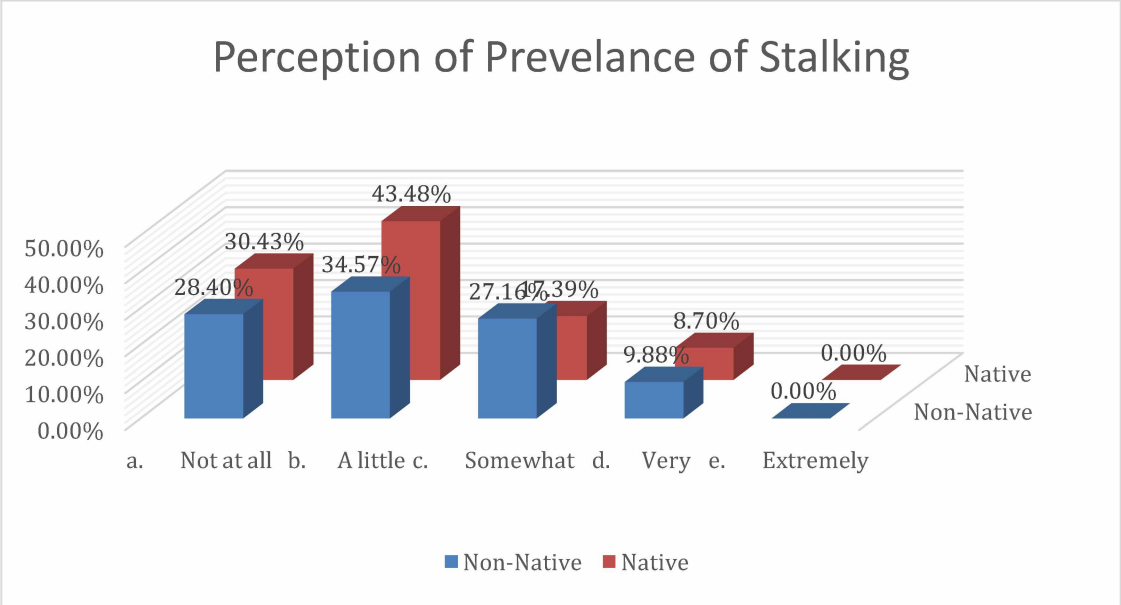
Survey

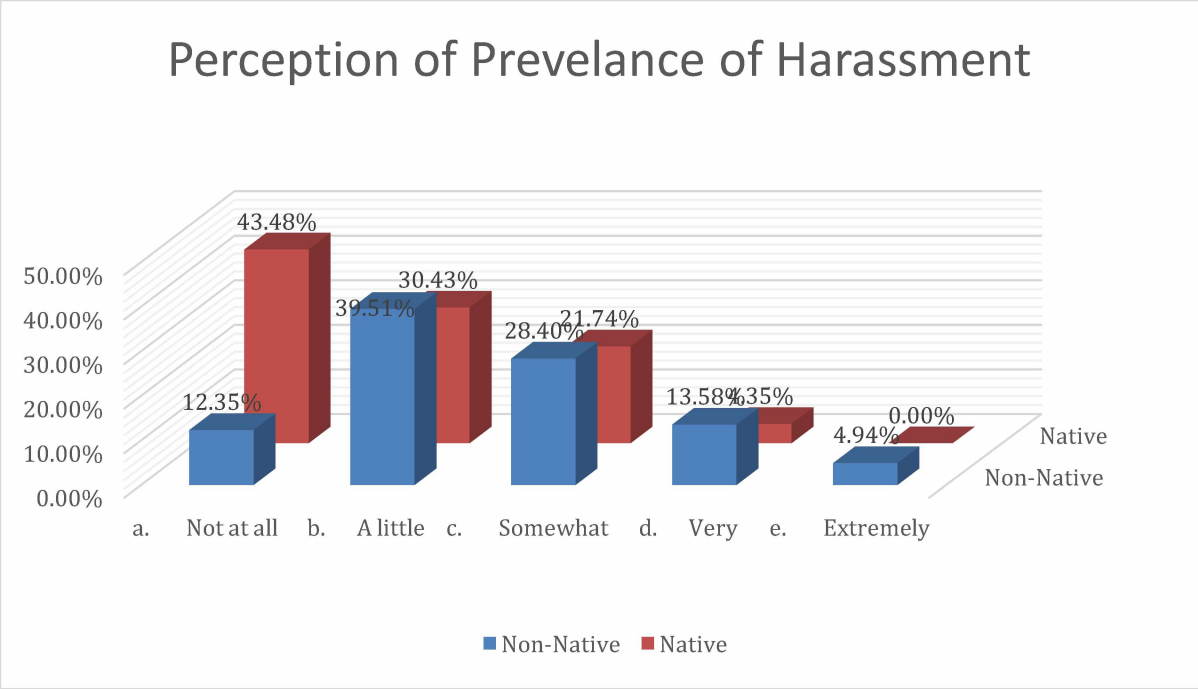
Due to the inconsistency of responses, when breaking down the percentages for each answer option, the totals do not always equal 100%. The results were broken down by the number of responses for each option in every individual multiple-choice question. Typically, the total percentages of these responses would be equal to 100%, indicating that every participant selected one answer. Some of the survey questions (Appendix A) had the option "other" in which respondents could write out responses instead of being required to select from a list of provided options. Some of the first-year respondents wrote in their own answers, some participants failed to circle answers, and some respondents wrote do not know (dnk). However, due to inconsistency of selection as well as the inclusion of a small number of questions that instructed participants to select more than one answer, the total percentages of options selection for some questions did not equal 100%.

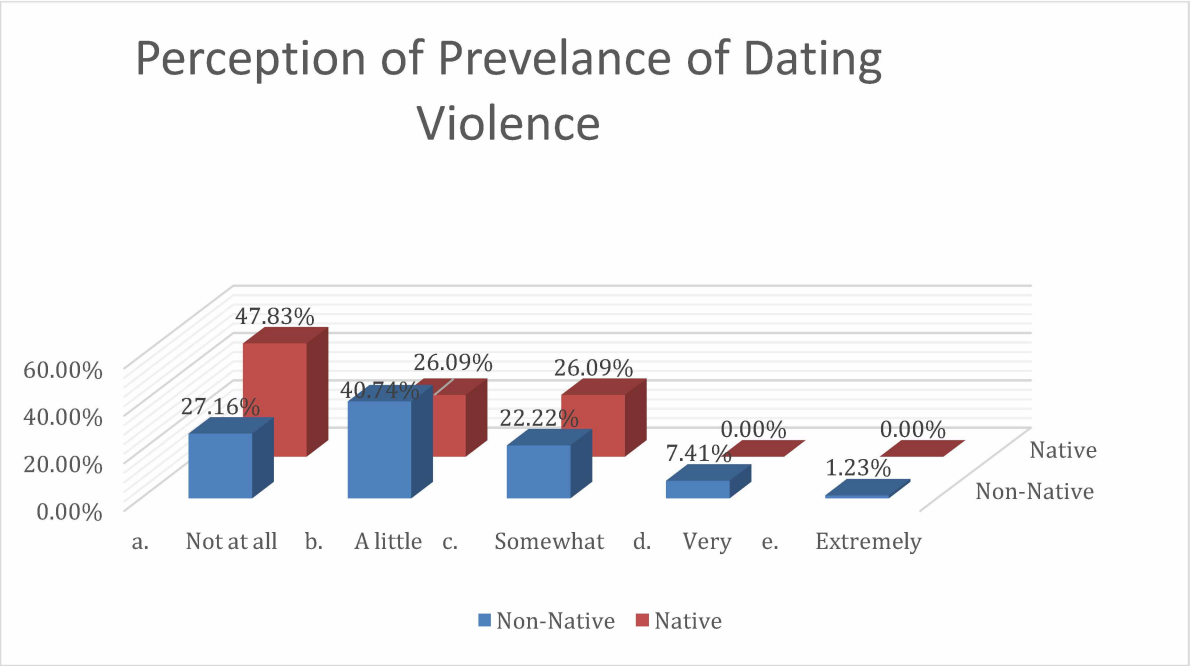
Perception on Title IX Issues

One hundred and five participants were surveyed on the issues of sexual assault or sexual misconduct is at UAF. Specifically, first-year participants were asked about their perception of Title IX in regard to harassment, sexual assault, stalking, and partner or dating violence. Respondents were presented with examples of gender-based or sexual misconduct and asked to choose an answer that best matched their perception of how problematic they believed sexual assault or sexual misconduct was at UAF. Out of 105 respondents surveyed about sexual misconduct, 14.29% "not at all," 33.33% selected it was "a little" problematic, 32.38% selected "somewhat" as their response, 14.29% selected "very," and 4.76% selected "extremely."


Perception of Prevelance of Sexual Misconduct
40.00%
30.00%
20.00%
10.00%
0.00%
12.35%
26.09%
32.10%
39.13%
30.86%
34.78%
18.52%
0.00%
6.17%
0.00%
a. Not at all
b. A little
c. Somewhat
d. Very
e. Extremely
Native
Non-Native
Non-Native
Native

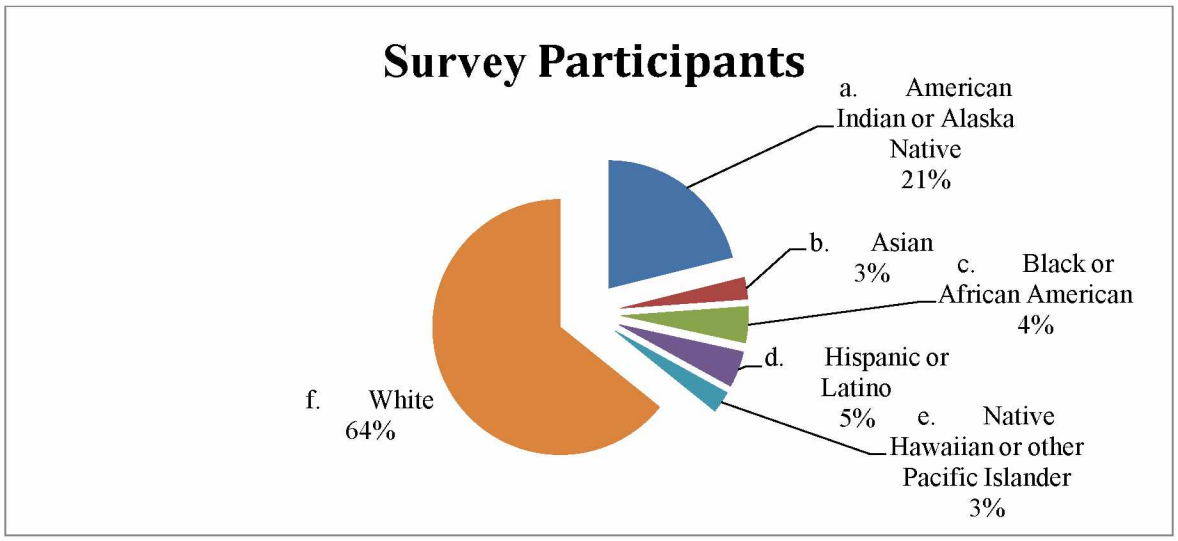

Perception of Prevelance of Stalking
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
28.40%
30.43%
34.57%
43.48%
27.16%
17.39%
9.88%
8.70%
0.00%
0.00%
a. Not at all
b. A little
c. Somewhat
d. Very
e. Extremely
Native
Non-Native
Non-Native
Native





When asked how problematic they believed stalking was at UAF, the results were 27.62% “not at all," 36.19% “a little,” 25.71% “somewhat,” and 9.52% “very," 0% selected extremely, .96% chose not to answer. Dating violence resulted with 31.43% “not at all,” 38.10% “a little,” 22.86% “somewhat,” 5.71% “very” problematic, and .95% “extremely,” .95% choose not to answer. Lastly, respondents were asked about harassment at UAF, and the data showed

19.05% "not at all," 37.14% "a little," 26.67% "somewhat," 12.38% "very," and 3.81% "extremely," and .95% chose not to answer the questions.



Out of the 105 first-year respondents surveyed, 23 participants identified as American Indian or Alaska Native. Because the emphasis of this project was on Native student perspectives, a subsample of Native students' responses were pulled and analyzed separately. This comparison of Native and non-Native responses was used to ensure Native first-year students' perspectives were considered to create a useful and relevant reference tool.

Data collected indicated Native participants' perception of sexual misconduct at UAF was that these issues are "somewhat" or a little. The results were as follows: 26.09% selected "not at all," 39.13% "a little," 34.78% "somewhat," and 0% selected "very" or "extremely." When asked for their perception of stalking being an issue on campus, 30.43% reported "not at all," 43.48% "a little," 7.39% "somewhat," and 8.70% of respondents selected "very." The perception of dating violence being an issue at UAF was 47.83% "not at all," 26.09% "a little," and 26.09% "somewhat," 0% selected "very" or "extremely." When asked about their perception of harassment at UAF, 43.48% of Native participants selected that

harassment was "not at all" an issue, 30.43% selected "a little," 21.74% "somewhat," 4.35% "very," and 0% "extremely."[5]

Data indicated all the first-year respondents believed that all of these issues existed, but because 0% to 12% selected "very" or "extremely," responses indicated that most participants believed Title IX violations were only a relatively minor issue at UAF. In comparison to their non-Native first-year peers, a higher percentage of Alaska Native participants indicated that potential Title IX violations — stalking, dating violence, and harassment, were "not an issue" on UAF's campus. For example, 26.09% of Alaska Native respondents selected this option compared to 14.29% of rest of the first-year sample. While 26.62% of first-year participants indicated stalking was "not an issue," a higher number, 30.43%, of Alaska Native respondents agreed. Dating violence was "not an issue" for 47.83% of Alaska Natives compared to 31.34% of the rest of first-year population. The largest difference was illustrated in the question about harassment when 43.48% of Alaska Native participants said it was "not an issue." Only 19.05% of the rest of the first-year participants selected this option.

Overall, the perception of the respondents indicated low concerns for dating violence, harassment, stalking and sexual misconduct; however, the Alaska Native participants demonstrated even less concern as higher percentages indicated these acts were "not an issue." The participants' levels of concern were surprisingly low in light of the outrageously high numbers of sexual assault and violence experienced by these two at-risk populations: Alaska Natives and first-year college students (United Educators, 2015). In comparison to other college students surveyed in the Association of American Universities (AAU) Campus Climate Survey on Sexual Assault and Sexual Misconduct (2015), the results of concern were very low. When asked to provide their perception of sexual misconduct on their college campus, 20.2% selected the option that it was "very or extremely problematic" (Cantor et al., p. xxiv). This data shows that most students across many universities are unaware of the 1 in 5 women and 1 in 16 men are involved with sexual assault, specifically on college campuses, or their answers would likely be different (Krebs et al., 2007).

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[5] This data is high as often students selected many different options but not all and did not select "all of the above." The data was included because it was important to see all options students would report to in order to include into the navigational tool.

This same report provided data that showed "a relatively small percentage of students thought it was either "very" or "extremely" likely that they would experience sexual assault on campus or at a university-affiliated event off campus (5.0% on campus; 5.3% campus affiliated event off campus)," (Cantor et al., 2015, p.xxiv). But according to Sinozich and Langton, about 70% of assaults occurred in the home (2014). This indicates that hall staff Resident Assistants (RAs) need to be informed about Title IX because they live in student housing and are immediately, conveniently available resources to students. These RAs are often the first responders to reports or incidents of sexual assault. If they are ill prepared to help when a sexual assault occurs, this could be detrimental to victim and the residential community. With 53% of sexual assaults occurring in residence halls (United Educators, 2015), it is imperative that RAs are prepared to deal with these types of incidents.

Reporting Knowledge

Compared to student populations at other institutions, very few, only 29.5%, of college students selected that they were extremely knowledgeable about where to get help (Cantor et al., 2015). While in this survey of UAF first-year students, the majority, 77.14% of first-year respondents, indicated they knew where to go to get help if they or a friend experienced sexual assault or sexual misconduct at the University of Alaska Fairbanks (Figure 3.1, Appendix D). This significant difference suggests UAF has been successful in marketing and informing students about where to go to report or help a friend get help.

The reporting section of the survey asked respondents if they believed they had the right to file report if they had ever been or were ever to be sexually assaulted; overwhelmingly most participants knew they had the right to report as 94.29% respondents selected "yes" and only 5.71% selected "no." When asked with whom they would choose to file a report, respondents could select and answer from a list that incorporated campus offices or "all of the above." The majority, 70.48% of participants, selected they would file a report with "all of the above" (UAF Police, Department of Residence Life, the Victim Advocate, Health and Counseling, Office of Diversity and Equal Opportunity, and the Dean of Student's Office). The rest of the individually chosen options were also high with 87.62% respondents selecting they would report "to UAF police," 78.10% to "Department of Residence Life," 77.14% to "Health and Counseling," 72.38% to the "Victim Advocate," 72.38% to the "Office of Diversity & Equal Opportunity," and 71.43% to the "Dean of Students' Office."

This section of the survey also asked participants how familiar they were, on a scale of 1-5, with the services offered by each office — 1 being "very familiar" and 5 "least familiar." The offices were rated on average as follows: 2.91 for University Police, 2.95 for Health and Counseling, 2.99 for Victims Advocate, 3.12 for Residence Life, and 3.32 for Diversity and Equal Opportunity. When asked if participants knew where to find the definitions of "sexual assault," "sexual misconduct," and "Title IX" at UAF, 60.00% of respondents selected "yes," 39.05% selected "no," and .95% did not answer the question. Respondents were asked if they knew where to report a sexual assault or sexual misconduct at UAF. The majority, 72.38% of respondents, selected "yes," while 26.67% selected "no," and .90% chose not to answer. This question was followed by a question about the time frame in which they could report a potential Title IX violation. Data indicated that 81.90% of respondents knew there was "no time limit" on reporting, while 4.76% of respondents selected "one month," 4.76% respondents "one week," 3.81% respondents "one day," and 4.77% of respondents chose not to answer the question.

When reviewing the perception of Alaska Native participants (Appendix D, Figure 3.2,), the general perception was that they had the right to report. When asked if they knew where to get help, 86.96% of Native respondents selected "yes," they knew where to get assistance, and 13.04% selected "no." All 100% of Native respondents surveyed selected "yes" they knew they had a right to report. The majority, 82.61%, knew where to report and knew there was "no time limit" on reporting a Title IX violation. A total of 8.70% of respondents believed there was a limit of "one week," 4.35% respondents selected "one day," and 0% selected "one month." With regard to whether these respondents knew where to look for definitions of Title IX, 56.52% selected "yes" and 43.48% said "no."

The ratings from the other first-year respondents were close to the ratings of Alaska Native respondents as they all indicated they were mildly aware of what services were offered by the departments as the data fell into the middle of the 1-5 scale (1 "more familiar" or 5 "less familiar" with the average being 3. Native respondents ranked familiarity of services offered by offices slightly higher than the rest of the first-year participants surveyed. Native respondents ranked each office as follows: Health and Counseling 2.77, University Police 2.82, Residence Life 2.83, Victim's Advocate 2.96, and the Office of Diversity and Equal Opportunity 3.18. This data indicated that Native respondents felt knowledgeable of the services offered by each office, though their responses indicated they were most unfamiliar with the Office of Diversity and

Equal opportunity, as indicated by the 3.18 rating. More research would be needed to understand why these students feel more familiar with each department. The data indicated that respondents knew where to report as 72.38% a Title IX incident. In addition to this the majority 60% of respondents knew where to find the definitions to Title IX cases, reports, and processes indicated they know where to locate some resources. The data also shows that more should be done to promote what each office can offer students in regard to services in an effort to increase the familiarity with each resource office on campus.

The White House Task Force to Protect Students from Sexual Assault (2014) suggested that schools identify the issues occurring on their individual campuses. Using interviews and climate surveys—methods suggested by the United States Department of Justice (2017), universities can involve students. The information participants provide, similar to the results of this survey, can help universities identify issues and deficiencies. UAF first-year students identified the following areas of improvement: prioritizing resources such as UAF's advocate, increasing communication during investigations, and explaining the amnesty policy. By focusing on areas of deficiency, universities can help ensure that awareness is increased and work together with students to hopefully decrease the staggering numbers of Title IX violations (U.S. Department of Education, 2016).

The navigational tool created for this project can easily address the deficiencies participants in this study identified. In an effort to improve awareness and understanding of resources, information on Title IX must be condensed and easy to read for students. To ensure students are well informed, they must be educated on the Title IX process, their rights, and prevention techniques. Knowing their rights and what constitutes misconduct, such as harassment, would enable students to identify when their rights were being violated, what their reporting options were, and how to help their peers prevent or report violations.

Investigation & Process Knowledge

This section of the survey asked respondents questions about the Title IX investigation process, language used, and student perceptions of university support available to those experiencing the Title IX process. Respondents admitted they were not very knowledgeable about what happened when sexual misconduct or assault was reported at the university. Overall, 38.10% were "not at all" familiar, 25.71% were "a little," 23.81% "somewhat," and 10.48% were "very" knowledgeable about the Title IX investigation process. The majority of Native

respondents felt that they did not understand the process that took place after an initial report, as 43.48% chose "not at all," 26.09% selected "a little," 17.39% selected "somewhat," and 13.04% chose "very."

When asked about the language they think should be used in the Title IX process for an individual who had experienced sexual assault or misconduct, 71.43% of participants selected "victim," 19.05% selected "survivor," 6.67% wrote in various answers, and 3.81% of participants chose "respondent" as the appropriate term. When asked what term they expected to be used for someone who had been accused of sexual misconduct, 72.38% of participants selected "accused," 13.33% chose "respondent." A small number, 8.57%, of participants selected "other" and wrote in their own word (Appendix E), but these individual write-in answers were not repeated enough to emerge as a theme. When identifying the language for those who have experienced sexual assault or misconduct, 69.57% of Native participants selected "victim," 17.39% "survivor," 4.35% wrote in their own answer, and 4.35% selected "respondent." When asked, "What term would you expect to be used for someone who has been accused of sexual misconduct?" 69.57% of participants selected "accused," 17.38% "respondent," and 4.35% of Native participants wrote in their own terms (Appendix E), and 8.7% chose not to answer.

When participants were asked about the likelihood that they would receive support from the UAF student population should they report sexual misconduct, 8.57% reported it was "extremely" likely, while 40.95% selected "very," 31.43% "somewhat," 14.29% "a little," and 3.81% "not at all." When asked about their perception of university administration supporting those who report sexual misconduct or assault, 36.19% selected "very supportive," 46.67% "mildly supported," and 17.14% "very little support." When asked whether they perceived the action the university has taken against those accused to be adequate, more than half 57.14% selected "yes" and 37.14% "no," and 5.72% chose not to answer. When asked how supported respondents at UAF would be by other respondents, 17.39% of Native participants reported "a little," 26.09% "somewhat," 39.13% "very," and 13.04% selected "extremely" supported. When asked how supportive they perceived UAF administration to be to victims who have reported sexual misconduct or assault, more than half—52.17%—of Native participants responded that administration was "mildly" supportive, 43.48% selected "very" supportive, and 4.35% selected "a little" supportive. When asked about their personal perception of whether they felt the

university has taken adequate action against those accused, 73.91% selected "yes," 17.39% "no," and 8.7% chose not to answer.

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Awareness of sexual assault on college campuses and Title IX has increased with the OCR review of universities and the attention brought on by the federal government when the first "Dear Colleague" letter (2011) was issued. Because of this formal investigation and the federal government implementing penalties to colleges, universities admitted to not following legal policies and procedures. Universities failed to respond to situations, follow through with sanctions for the accused, and lacked support systems for victims (U.S. Department of Education, 2016). This stemmed from having no formal reporting process or resources for students (U.S. Senate Subcommittee on Sexual Violence on College Campuses, 2014). During these case reviews, both OCR and individual universities conducted more research on sexual violence; this research focused on specific demographics among college age students. In addition to reviewing what was occurring with students and student support, the research focused on universities lack of clearly publicized and carefully followed processes. In light of these failures, universities started to complete sexual assault climate surveys and create formal

processes to ensure that the students would be provided easily accessible policies, processes, and information regarding Title IX.

The study conducted for this project was done in an effort to gain students' perspective on the efforts made by UAF administration this past year and to provide more information and resources to students regarding Title IX. The study supported areas of improvement needed for UAF and critiqued some of the additions made that were not well publicized or explained. Some improvements UAF made included initiating an advocate program. Along with the second year of *Haven* education, emphasis was placed on Title IX during orientation increasing awareness. There are many aspects to Title IX education, but the focus group and survey did not focus on prevention measures such as *Haven* or *Green Dot*. Instead, the focus was on remedies, processes, and reporting options available to students.

It was also important to learn about UAF students' perception through focus groups and the survey because students may have increasingly heard of Title IX as UAF was on lists of the schools reviewed by the OCR. Also, while the survey was different from a traditional university climate survey, many of the goals were the same. The intention of the survey was to better understand the perspective of a particular group of students, in this case first-year students living on campus, in order to find deficits in their knowledge base. This focus was initiated to identify the best strategies to increase educational efforts to empower students. Participants indicated a desire that information and resources about Title IX, and that this information be easily accessible—for many this meant availability within the residence halls. Following the suggestions made during the focus group and taking student feedback into consideration, the process can become more streamlined and transparent for students vulnerable to sexual assault.

Nearly 33% of this targeted population participated in the survey for this project, and the variation of results were on par with the variation seen in the climate surveys at other institutions as outlined in the AAU (2015) climate surveys. Current OCR (2014) guidelines policy dictates that students receive a thorough investigation, updates of their case, and a transparent procedure. The results of this research support the idea that it is important to continue to ask students what they want and or if their needs are being met. This not only holds the university accountable, but it also allows the institution to see what expectations students may have them.

While the results and research indicates the need to obtain more information from students in an effort to not only gain insight on their perception or knowledge of what is

occurring, it also shows the universities' investment and support of its students. This survey's data supports these claims as participants indicated that they felt supported by other students and administration at UAF. First-year participants indicated feeling "very" 43.48% and "mildly" 52.17% supported by administration. Overwhelmingly, the majority of respondents 73.91% felt that the university was taking action against accused individuals. While the results show that support exists it is also relevant for the university to evaluate language in an effort to ensure the language feels supportive of the actual process and doesn't negate the supportive message from the university. The greater part of the sample, 72.38%, selected "accused," and 71.43% respondents selected "victim" as the language they believed should be used when referring to those associated with a Title IX situation. Moving forward it is invaluable that the language continues to be evaluated to ensure the right terms are being used.

Communication Expectations

Participants were provided the option of selecting all of the methods through which they preferred to receive communication about Title IX policies and reporting procedures. This question specifically asked participants to consider the beginning of the year when they arrived at the university. Data indicated more than half, 58.10%, of respondents selected that they would prefer communication to come from opening residential hall meetings, and 24.76% respondents wanted signage in the bathrooms, stairwells, and other common areas (Appendix D, Figure 5.1). Additionally, 19.05% of participants wanted to see signage in their residential rooms, and 14.29% of participants wanted information about Title IX included in their courses' syllabi. When looking at the Native participants' preferred methods of receiving communication for reporting policies, 78.26% selected email (Appendix D, Figure 5.7). "UAOnline," "text," "printed documents," and "video" all tied with 17.39% of respondents who selected those options. A small percentage, 8.70%, selected Blackboard, and 0% selected "other" as an option. When considering their initial arrival to campus and orientation experience, 56.52% reported they would prefer to receive information about Title IX at "hall opening meetings," 26.09% "online," 13.04% "in a course syllabus," 13.04% "signage in residential rooms," and 13.04% "video." A small percentage, 8.70%, chose "signage in bathroom, stairwells, and other common areas" as suggested locations for posting Title IX information, and 4.35% selected "other" (Appendix E). In response to these preferences, printed versions of the navigational tool could

be posted in common areas throughout the residence halls and provided to RAs who could review the tool in opening floor meetings.

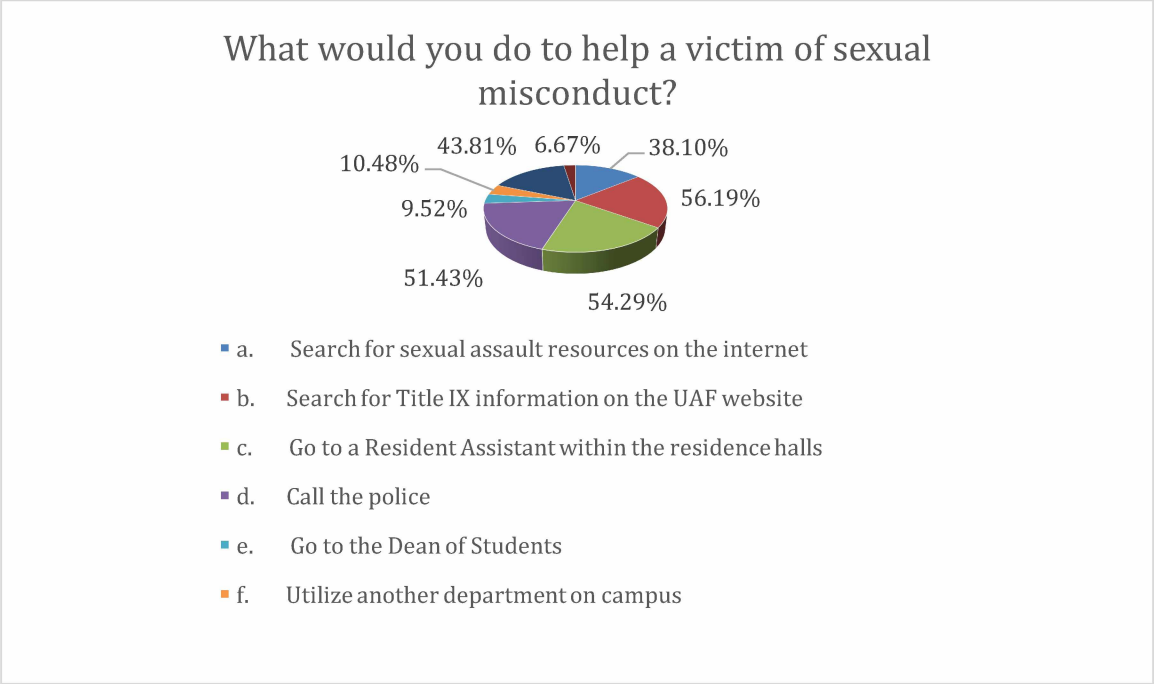
Data indicated most, 89.95%, respondents would prefer to receive information about Title IX and reporting policies via "email." Other selections included 31.43% "text," 24.76% "printed documents," 22.86% "UAOnline," 18.10%, "Blackboard," 5.71% video," .95% and "other." (Appendix E). If, hypothetically, respondents were participating in a Title IX investigation, they were asked how they would prefer to receive updates. The data showed that 61.90% selected "email from the university with an update," and 60.00% preferred to hear "directly from UAF police." Some participants, 35.24%, wanted to see "a public notice of suspension" during a Title IX investigation, while 14.29% wanted to see this information in the *Sun Star* (the UAF campus newspaper). When a result or update on a sexual misconduct or assault is reported, 56.52% of Alaska Native participants indicated they wanted an "update directly from the UAF police" or "email from the university with an update," 34.78% from a "public notice of suspension," and 4.35% wanted to see it "in the *Sun Star*."

When asked how often during an investigation participants would have wanted to be notified with updates, 35.24% said weekly, 25.71% twice a week, 20.95% daily, 7.62% once a month, 6.67% once the case is concluded, and 2.86% every other week. The data showed 57.14% of participants preferred email as the method of communication for Title IX policies and reporting procedures. The rest of the participants selected 52.38% selected a "cell phone," followed by the minority, 1.90%, who selected a "letter in the mail," and 1.90% wrote in "other" (Appendix E). Native participants indicated that they wanted to be contacted during an investigation fairly often, 34.78% preferred "twice a week," 34.78% "weekly," 21.74% "daily," 17.39% "only if they have questions," 13.04% "every other week," 8.70% "once a month," 4.35% and "once the case was concluded." During the investigation, the preferred method of communication for Native students was 65.22% "email," 52.17% "cell phone;" 0% selected "letter in the mail" or "other."

The data showed that the majority of first-year participants, 80.95% selected email as the best method of communicating policies and procedures. Participants of this study indicated online resources would be their main choice for finding information about Title IX. This suggests an electronic version of the tool should be published and distributed online. More than half, about 58% of respondents, wanted information on Title IX to be presented during

orientation at their hall opening meetings. When potentially going through their own investigation, the majority of respondents selected 35.24% "weekly," 25.71% "twice a week," and 20.95% "daily," which indicates respondents preferred more frequent communication. During their own potential investigation, participants wanted to be communicated with by 57.14% "email" and 52.38% "cellphone," and not a "letter in the mail" which ranked poorly at 1.90% amongst respondents.

This survey data helped provide insight into how participants view Title IX and explored their knowledge in addition to their expectations. One expectation that was surprising was how much communication UAF first-year students desired when potentially going through a Title IX investigation. This survey helped provide insight into how much communication students wanted compared to how much communication students have received through these investigations. The top three options for communication frequency that UAF first-year students selected all took place within a week. Investigations take time, and talking daily—or even biweekly, might be overwhelming for a student involved in a Title IX investigation. The goal of the climate survey is to provide administrators data, so policies and practices can be developed at each university to ensure that all reports of misconduct and assault are handled appropriately (Cantor et al., 2015). This data shows that communication is imperative to students, thus it would be appropriate that this type of input from students would be incorporated into the UAF policies on Title IX in order to provide students a fair and just process with a timely solution. In addition to communication, students are turning to technology to look for information regarding Title IX.



To help a friend or victim of sexual assault report, get assistance, or look for information, 56.19% of respondents would search for Title IX information on "the UAF website," 54.29% would go to "a Resident Assistant (RA) within the residence halls," 51.43% would "call the police," 43.81% would "go to Health and Counseling," and 38.10% would "search for sexual assault resources on the Internet." Very few respondents, 10.48%, would "utilize another department on campus" with only 9.52% of participants indicating they would "go to the Dean of Students," and only 6.67% indicating they would "utilize a printed pocket card;" 0% utilized the "other" option to write in an additional choice. To help a friend look for information, 69.57% of Native participants would go to "the UAF website," 56.52% would "call the police," 43.48% would choose to "go to Health and Counseling," 39.13% would "go to a Resident Assistant within the residence halls," and 30.43% would choose to "search for sexual assault resources on the Internet." The data indicated that 13.04% would "utilize another department on campus and 0% selected "other," "utilize a printed pocket card that walks you through the process," or "go to the Dean of Students."

Not all of the questions administered for this project provided support for the creation of the tool, as the tool did not rate highly as a preferred source of information. Only 6.67% of students indicated they would utilize a pamphlet. Instead, the majority of participants indicated they would go to their RA to get information at floor meetings. Additionally, students indicated

they would like to see information about Title IX posted in elevators or throughout the residence halls. This suggests the navigational tool, which is similar to a pamphlet, would be a helpful visual aid and reference for RAs to distribute during hall opening or floor meetings, and to have on-hand should a student report an incident later in the year. This navigational tool would be an asset to RAs to ensure they provided and explained accurate and clear information to students at the beginning of each semester or any time a student needed assistance.

While different methods of receiving information were selected by the participants in survey it was also interesting how much communication they indicated would be appreciated during an investigation. Because students want constant weekly communication it would be important during an investigation to ensure students are aware of how much communication is going to be offered to them so that they are prepared and have no false expectations that university staff are unable to meet. Additionally, this information could be added to the UAF website and incorporated into the tool, to ensure all students, regardless of going through an investigation, know how often they would be communicated with during an investigation.

Resource Knowledge

When asked about resources on campus, 79.05% of respondents indicated they knew that there was an advocate on the UAF campus (Appendix D, Figure 6.1 & Graph 6.4). When asked if they knew what services the advocate could offer, 76.19% of respondents selected "no," and 22.86% said "yes." The data indicated participants were unaware of where the advocate was located as only 13.33% knew the advocate's office was in "the Wood Center" facility at UAF. The majority, 39.05%, of student believed the advocate worked out of the Title IX office. The rest were divided among 13.33% "there is no advocate office," 2.86% "Hutchinson," and 9.52% "Gruening building" (Appendix D, Figure 6.1, & Graph 6.4). These responses indicated that most respondents knew there was an advocate on campus but did not know where the advocate was located or what services the advocate provided students. When asked if they were aware of UAF's amnesty policy, 23.81% of respondents selected "yes" and 74.29% selected "no;" 1.9% chose not to answer. The majority, 86.96% of Alaska Native respondents selected "yes" they knew an advocate was on campus while 13.04% selected "no." These results flipped when asked what the advocate could offer students, as 13.04% of respondents selected they knew what could be offered while 86.96% indicated they did not know. Very few, 8.70%, of Native respondents knew the advocate was located in the "Wood Center" on the UAF main

campus; 34.78% selected the "Title IX office," 13.04% "Gruening building," 4.35% "Hutchinson," and 13.04% said there was "no office." The data showed very few Native respondents were aware of UAF's amnesty policy, as 17.39% respondents selected "yes" and 82.61% selected "no." While UAF has made steps to provide amnesty and an advocate, the university administration has done a poor job marketing their services and location to students.

This means that the university must make efforts to ensure that new publicity is provided to students that helps make them aware that the advocate is locate in Wood Center at UAF and the hours they are available. With this, the university could reach out to students by providing emails, text messages, and flyers describing what the advocate could do for students. The tool can also be used both online or in paper format to promote these resources. Because students lack this knowledge, the tool can also address these issues through the map and the definitions, to clarify, define and help locate these items. Regardless of whether students ever need the advocate, they should know what services they can receive—if not for themselves, then to refer other students who might be in need. Additionally, the university is also responsible for making an effort to explain the amnesty policy to students, faculty and staff. Students should not refrain from reporting a Title IX violation based on their fear of punishment for any policy or law violations. For example, if an underage student had been consuming alcohol, they can report a Title IX violation, and under the amnesty policy, not fear the typical consequence for breaking the law by consuming alcohol. Knowing their resources is an invaluable tool for navigating this process but also eliminating fear of repercussion in an already tough situation. With the majority of students also not knowing about the amnesty policy and how that could affect their desire to report, the tool could highlight how this policy could be utilized in the Title IX process. The tool could also promote amnesty in an effort to alleviate fear of repercussions and increase Title IX reporting. Regardless, with almost 75% of the participants not knowing amnesty was an option the tool needs to define and explain amnesty for students in an effort to educate them on their resources.

RQ2: Can we create an easy to use Title IX guide that will improve students' understanding of Title IX, their rights and resources?

Focus Groups

A total of twelve participants originally signed up for two focus groups, six for each group. However, only two participants attended the first focus group, and four participated the second focus group. It is possible that the sensitive nature of the Title IX topic and the time-intensive nature of focus groups affected attendance. While taking a survey is generally less time-consuming, students may have been more inclined to participate in this activity because they were able to complete the survey immediately without further obligation. Students who participated in the focus group had to set aside a specific time and remember to arrive on time. It is possible that a more impromptu focus group in an open, highly trafficked space would have garnered more participants. However, Title IX encompasses many complicated and personal issues that could be uncomfortable for many students to discuss—especially in an open, highly trafficked location. In the end, the participants who did attend were engaged and provided feedback that was used to improve aspects of the navigational tool.

Overall there was more discussion during the focus group than anticipated. Discussion ranged from full-length conversations about what an advocate would do for them, to what Title IX really means. Even though participants had heard the words "Title IX," they still did not understand how it would affect them or what followed the initial report of a Title IX violation other than the investigation.

Focus Group 1

Both participants liked the navigational tool. One specifically stated they wanted something to reference later. The other said it should be provided to parents, so they could discuss Title IX issues together with their students.

When asked about Title IX, one participant mentioned Brock Turner case, but they could not provide any thoughts on cases at UAF. Both participants knew Title IX was an issue at other places in the "Lower-48." When asked about reporting, they stated they would find someone to tell, and that they specifically knew about residence life staff and police as options of reporting. Because there were only a few participants in these focus group—one group consisting of only two individuals, a theme was determined by two or more mentions of a word, phrase or idea in order to capture what students were attempting to share. Thematically (more than two times) the

Resident Assistant (RA) staff came up as someone participants could, or would, go to in order to report a Title IX matter. One student explained they would go to the RA because the subject is embarrassing, and they would not want many people to know.

When discussing the Title IX process, both participants stated they knew that after a report, an investigation would take place, and someone would be interviewed if their name was mentioned. They were unsure of what else happened in the Title IX process. Both participants liked the language of "accused" and "victim" as the titles associated with a potential Title IX investigation. When asked about support from administration at the university, both respondents stated RAs were very supportive, and they believed RAs really wanted students to understand Title IX. Both respondents agreed that a pamphlet (navigational tool) that communicated information on policy and procedures would be the best option. Both also asked for a "uniform" website that clearly offered a link to Title IX and presented detailed information about Title IX.

Participants indicated that they had very limited knowledge of Title IX. However, both were excited to have a tool to use as a reference guide in the future. Though these two participants felt some students may not identify as victims, they strongly agreed with UAF's use of the terms "victim" and "accused" to refer to the roles of individuals involved in a Title IX case. The participants stated that Title IX or sexual assault was overwhelming and "embarrassing," and students may need validation to understand or accept that their rights have been violated. During discussion, these participants clearly stated that RAs provided a sense of comfort and familiarity to them. This demonstrated the need for effective training for RAs as students may seek this validation through these residential staff members. This navigational tool would supplement this training by allowing RAs to utilize the same reference guide made available to all students. While the information in this tool could be reviewed during floor meetings or at campus events, it would serve as a convenient, comprehensive resource for staff who often serve on the front lines of emergency or crisis situations such as sexual assault.

The feelings described in this focus group embarrassment, vulnerability, and validation are all identified in many texts regarding victim's failure to report because of how they believe others may label or perceive them (Kilpatrick et al., 2007). Thus it is imperative that continued education on fears associated with reporting are addressed and acknowledged these feelings as normal in order to validate what victims may be going through. This should be done in an effort to encourage victims to discuss, report and feel supported.

Focus Group 2

When asked about Title IX issues at UAF, only one student could provide a specific case here at UAF. They mentioned no names, but once they started talking about the case, all participants realized they were aware of this case and shared their thoughts, ideas, and opinions on the case. Despite this familiarity, none of the participants could provide any additional information or concerns about issues with the Title IX process at UAF. When asked about their personal knowledge about where students could report a Title IX violation, the answers from all four participants varied from the Health and Counseling Center and police to RAs. Through discussion, all four participants agreed they could report to a faculty member they knew or to an academic department, and all four agreed that RAs would be the go-to individuals for reporting because they are available and dependable. One participant stated they might report to an advisor because they are also helpful, and one participant mentioned a counselor. The other respondents nodded in agreement with these suggestions, but they did not voice any comments. When asked about the language, all four participants agreed that "victim" and "accused" were the preferred language that should be used in any Title IX case—regardless of the severity of the case. All four participants stated that flyers posted in the residence halls would be the best way to communicate Title IX processes to them. One focus group participant suggested using the "digital signage." The other three participants nodded their heads to agree with the suggested use of the digital signage. Two respondents said they would not use a Title IX application on their phone to learn more about Title IX, and discussion led to the conclusion that a mobile application would need to take up very limited data.

The second focus group was slated for one hour but continued for almost two hours with honest feedback on how the tool needed to be reorganized. All four respondents liked the navigational tool but provided feedback about the inside having too many words. They stated the pamphlet should read as a quick guide. Three participants stated they liked the look and that all of the information was contained in one location, and two participants liked the map and what it visually provided as well as the resources it denoted. The other two nodded implying they also liked the way the map identified locations where students could report Title IX violations. In addition to liking the information about reporting options, three respondents stated they liked the definitions (of amnesty, equity, advocate and appeal) located inside the navigational tool.

Combined Focus Groups Results

Overall, participants from both focus groups agreed that they could report to anyone. Answers varied from faculty and staff to police or counselors, but every participant stated they would report to someone they feel comfortable with. A theme emerged that all participants knew Title IX was important, but information about Title IX processes and resources should be provided to them in a variety of accessible forms. Participants stated that more information about Title IX should be presented at the start of their first year in college and published in several places such as orientation packets, university websites, and email to be accessed when needed.

When asked about the language of "victim" or "accused," all six participants stated that this language should be used because it accurately depicts what those individuals are. These terms were repeated throughout the conversation emerging thematically as the word respondents would use when referring to Title IX roles. Their reasoning for debating the term "alleged" varied as both focus groups mentioned "alleged" as an option for both the victim and the accused (Appendix F), alluding to how the victim might perceive the word "alleged." Eventually both focus groups discarded the word "alleged" agreeing that just "victim" and "accused" were the appropriate terms.

Overall, respondents in both focus groups agreed that the navigational tool should be created and distributed, but they stated that it needed to be short, "not the Encyclopedia Britannica." All the respondents agreed they knew RAs provided education on Title IX, and that residence halls should have reading material on Title IX in bathrooms (four respondents) or elevators (six respondents). Participants knew Title IX was important. They did not know much about Title IX, but they stated they did feel comfortable finding information if they needed to. Lastly, participants in the focus groups stated information on Title IX should be accessible, navigable, concise, and well explained to them when they arrive at campus.

Focus Groups: The Navigational Tool

Color and Design

Thematically, participants commented on the colors of the tool repeatedly. All six participants liked the different colors for each section of the tool. The tool was split into the following individual sections: blue, the opening introduction; red, resources provided; green, the

Title IX process break down; and yellow, reporting options. The participants liked that the tool was a variety of colors but no specific color such as blue, red, green was mentioned over another.

All the respondents liked the icon graphics, definitions, and the map of reporting locations on the back. These visual components became a repeated theme for those that participated as an aspect they liked. Graphics emerged as a discussion as participants liked the map on the back as a visual which provided them the locations they could go and the picture icons. Three respondents recommended more pictures be included throughout the handout as well as color blocks to draw the eye directly to the most pertinent information.

Length and Content

Another theme that emerged through repetition was that the tool was too long. Respondents who participated were not reading the content of the tool. While all six participants looked through the tool, two admitted they were not reading it—especially the inside pages of the tool, because there were too many words. In the second focus group one participant stated they were only reading the first sentence, the other participants agreed with that statement. The participants in both focus groups wanted only the basic Title IX process outlined simply with the expectations that more detailed information could be further explained in another handout, on an online platform or in person when necessary. In the first focus group, both respondents mentioned that the tool was also missing a website to direct students to more information. Participants believed this longer, more detailed information may never be read unless an individual were to be involved in a Title IX case or helping someone through the Title IX process. The respondents that participated enjoyed that the process would be accessible to them and that it was condensed into one handout.

Formatting

Participants suggested reformatting the tool to explain the step-by-step Title IX process more simply. The original draft had multiple sentences explaining the process in detail, but participants suggested using only the first sentence, for example: Step 1, followed by one sentence, Step 2 followed by one sentence. As respondents continued to suggest shortening the descriptions in the tool a theme emerged that emphasized a desire for resources to be short and concise. They also wanted all the information pertaining to resources, process, and reporting options placed in an additional color block and broken into small columns, like a comic strip. This idea was mentioned and agreed upon by the four respondents in the second focus group who

agreed they wanted to read information in sectioned off blocks of text to eliminate empty spaces, like in a comic book versus script-like text found in books.

When asked what should be omitted, none of the participants suggested cutting any information out of the tool, but rather, they wanted some information shifted to the side of the tool to become what was better defined by the second focus group as a "quick start guide." They did not want any of the information omitted from the tool. Instead, they wanted it to break into a shorter version and a longer version. As one participant explained, "the quick start guide manual with a longer manual."

Limitations

A possible limitation of this study was that the population was only first-year students aged 18-20. As outlined throughout the paper there was intentional reasoning behind the focus on first-year students, but data may not be representative of the entire UAF student population within housing. This study was also only completed at one university. Upper-class (juniors and seniors) students and students living in the other seven UAF residential dorm facilities need to be surveyed to see if the perception is different or comparable. Another limitation was staff, faculty, Elder, and community perception of the navigational tool was not taken into consideration. An entirely Alaska Native student or community focus group would have been valuable to have as a comparison. While focus group participants were not asked to provide any specific demographic identifiers, it would have been interesting to see if any specific ideas or feedback came from the Alaska Native student population that might be different from those who attended.

The survey did not ask participants if they would report a Title IX violation to any UAF staff or faculty members. The inclusion of this option may have provided additional options for reporting. By providing more options, this would have allowed for the results to show if first-year students would go to a faculty or staff member over specific Title IX reporting locations or may be even over police. At 35 questions, the survey was relatively long for these ages (18-20) and took students 10-30 minutes to complete. To add additional questions may have made it less appealing to students. The questionnaire used asked if participants knew where, to whom, and how to report sexual misconduct at the university, but the survey lacked the option for students to select or write in specific details of Title IX processes, where definitions are located, and

specific reporting questions. These details would have helped determine if participants knew more information than they could demonstrate in this survey.

An additional limitation was that the survey and focus group were not statistically tested for reliability. The last limitation was low numbers of participants in the focus groups. Due to limited attendance, the in-person interviews mainly focused on what additional improvements needed to be made to the navigational tool. While a consent form was signed to participate in the focus group, the specific demographic questions were not asked so the focus group remained first-year students, 18-20 years of age, with no additional demographic information.

Conclusion: The Navigational Tool Comes to Fruition

Through the process of investigating sexual misconduct cases and trying to explain the Title IX process to students as the deputy coordinator, it was determined that the original packet of information provided each student was a hindrance each time it was used. Through the investigation process it became clear that UAF's Title IX process needed to change as it overwhelmed all parties involved. Because students go to staff, faculty, and administration, knowledge on sexual assault and misconduct is imperative for our success as educators. Everyone involved in the Title IX process must do their part to understand reporting, prevention, and resources that are available to everyone attending or working at UAF. This is in an effort to be well informed and to help keep everyone safe. Staff, faculty, and administration can strive to make a difference by helping students through allegations of sexual assault, participating in preventative measures, continuing to provide education on sexual assault, and by ensuring that the victim is advocated for and supported. Because college students are a vulnerable class, it was important to ensure that the emphasis of the navigational tool start with the most susceptible demographics. United Educators found that first-year students were almost 90% more susceptible to multi-perpetrator sexual assault (United Educators, 2015). Research also supported that most American Indian and Alaska Native men and women experience violence in their lifetime (Rosay, 2016). These high statistics of sexual assault on these populations only confirmed that these students should be included in the process of building this tool.

Because of the violence that Alaska Natives' experience, it is imperative that their insight and perspective is included to ensure it is provided in a way that feels sensitive to their needs.

We can also provide resources to these particular students if any form of sexual assault or misconduct has happened in their village or home. Alaska Native students may look for help at UAF or find themselves reporting acts of violence. One goal of this research was to determine best practices for improving housing for Alaska Native students, as well as educating them on sexual misconduct.

The results from this project have shown the university staff can do a better job providing students information about Title IX and directing them to said information— specifically providing information about the on-campus advocate, amnesty policy, and the investigation process. While UAF has taken steps to move forward and provide additional resources, such as the UAF advocate, the university has not marketed these resources well to students. An example of this would be that few students knew where the advocate was located on campus here at UAF. This tool not only provides students a location map that focuses on the top places to report, but it also describes what resources and services they can get at each location.

This research took the first step in using the student voice to create a navigational tool for the Title IX process. The results suggested that the marketing the university has done at UAF has not created a strong awareness of resources, remedies or the process of Title IX. Although efforts have been made by utilizing floor meetings to communicate about Title IX, text messages and other forms of student-selected communication platforms have been underutilized. This is where the navigational tool can be used to start the discussion with multiple faculty, staff, and student groups across campus to continue to examine and receive input until this tool works to help navigate and explain the Title IX process. By continuing to work together on this process this tool can be replicated to help those accused navigate this process and to better serve all individuals attending and working at the university.

Recommendations

All of the questions asked in both the survey and in the focus groups allowed first-year students the opportunity to voice their concerns. Student responses showed where the university was lacking in appropriately educating students on what Title IX is, how it may affect them or others, and what rights and resources are available to them. The results also showed what areas must be focused on marketing of the resources, process, language, and navigational tool. Developing this tool would be part of an effort to better communicate to students about the

process and resources available at the UAF campus. Best practices are for schools to publish their prevention, policies, and procedures for all community members (Smith & Gomez, 2013).

The first-year students that were surveyed and participated in the focus groups provided feedback that shows that they do not see inter-personal violence as an issue at UAF, but in fact it is an epidemic. According to the National Intimate Partner and Sexual Violence Survey (NISVS), approximately one in nineteen men and one in six women in the United States (US) have reported being stalked or victimized in their lifetime (Black et al., 2010). The study continues to share that one in two women and one and five men report having experienced sexual violence other than rape. The study further explains that for women that equals 53 million women and 25 million men in the U.S. having experienced sexual violence. In addition to this, the NISVS study shows nearly one in five women and one in 71 men have experienced rape in their lifetime (Black et al., 2010). Even the American College Health Association (ACHA) states that sexual assault and relationship violence is a serious issue affecting campuses (ACHA, 2016). The lack of perception here that sexual assault, harassment and stalking are an issue at UAF shows that more needs to be done to educate students on this epidemic. ACHA also recommends published policies that communicate protocols that everyone can access, with strategies that help victims or survivors of relationship violence (2016).

Based on UAF's student perception and desire for communication, providing data like the survey results and communicating efforts to create the navigation tool must be made in order to effectively market, advise, teach and prevent sexual violence to students attending college. Research and evaluation must continue, especially in the "distribution of and access to resources and opportunities, and their interactions at all levels" (Black et al., 2010, p.91). For those who attend and work at UAF, this navigation tool is important. If students don't understand how to navigate the Title IX process, what they can get involved in, or where to report, they are looking to each other to educate themselves. It is imperative that websites and tools are current with the most common practices, resources, and processes, so students can easily find and access information in an effort to prevent sexual violence on our college campus. It is also important that they include indigenous populations to ensure that the needs of all student populations are being incorporated and considered. This fold-out navigation tool, which lists definitions, describes what the advocate's office and other offices can do for students, and the steps of the actual reporting and investigation process. It also contains other resources they

can access, and the terms they may hear during the process. By providing this information in a tool for students to access educators take a step in the right direction of compliance by providing students the tool they need to navigate the Title IX process.

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APPENDIX A:
Sexual Misconduct Survey for First-Year Students

My name is Jamie Abreu and I am a current graduate student and the Director of Residence Life at the University of Alaska Fairbanks. About two years ago I was charged with being a Deputy Coordinator for Title IX and was inspired to create a navigational tool that helps students navigate Title IX. In order to do that I want to use student's thoughts, ideas, frustrations, and knowledge to build a tool that is helpful for those experiencing sexual misconduct, those accused of sexual misconduct, and those who know someone that has experienced sexual misconduct.
I have developed a survey, and will share my results with the Title IX committee and my graduate committee as I continue to work on making this project a navigational tool that students can use.
I would greatly appreciate your participation in this short 35 question survey, which I believe will be of value to the Title IX Office, the Department of Residence Life, and to students and the university.

1. How old are you?
a. Under 18
b. 18-20
c. 21+

[If Under 18] "We are sorry but the survey can only be completed by students who are at least 18 years old. Thank you for your interest in our study. We appreciate your time."

2. Which best describes your gender identity?
a. Woman
b. Man
c. Transgender woman
d. Transgender man
e. Genderqueer or gender non-conforming
f. Questioning
g. Not listed
h. Declined to state

3. Select one or more of the following races that best describes you: (Select all that apply)

a. American Indian or Alaska Native

b. Asian

c. Black or African American

d. Hispanic or Latino

e. Native Hawaiian or other Pacific Islander

f. White

4. Which best describes your living situation?

a. Moore/Skarland/Nerland single room

b. Moore/Skarland/Nerland shared room, alone

c. Moore/Skarland/Nerland shared room, with a roommate

Please read the following information about Gender-based or Sexual Misconduct policies at the University of Alaska Fairbanks before proceeding to the next section:

I. Gender-based or Sexual Misconduct

09.02 11 Student Rights and Responsibilities

Examples of gender-based or sexual misconduct include, but are not limited to:

1. sexual harassment, defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

a. submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education;

b. submission to or rejection of such conduct by an individual is used as the basis for retaliation, or for other employment or academic decisions affecting that individual; or

c. such conduct has the purpose or necessary effect of unreasonably interfering with an individual's work or creating a hostile, intimidating, or offensive working, living or learning environment; and

i. such conduct is known by the offender to be unwelcome, harmful or offensive; or

ii. a person of average sensibilities would clearly understand the behavior or conduct is unwelcome, harmful, or offensive.

2. non-consensual sexual contact, defined as any intentional sexual touching, however slight, with any object, by one person upon another person, that is without consent;

3. non-consensual sexual intercourse, defined as any sexual intercourse however slight, with any object, by one person upon another person, that is without consent and/or by force;

4. sexual exploitation, defined as occurring when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited (and that behavior does not otherwise constitute one of the other gender-based or sexual misconduct offenses), including but not limited to:

a. invasion of sexual privacy, such as prostituting another person, non-consensual video or audio-taping of sexual activity, going beyond the boundaries of consent (such as secretly letting others watch consensual sex), engaging in voyeurism;

b. knowingly transmitting an STI or HIV to another student;

c. exposing one's genitals for the purposes of sexual gratification;

d. inducing another to expose their genitals; or

e. sexually-based stalking and/or bullying.

f. other misconduct offenses, such as threats, intimidation, bullying, cyber-bullying, stalking, discrimination, or relationship violence, when the offenses are sex- or gender-based.

Perception of sexual assault or sexual misconduct on campus

5. How problematic is sexual assault or sexual misconduct at the University of Alaska Fairbanks?

a. Not at all

b. A little

c. Somewhat

d. Very

e. Extremely

6. How problematic is stalking at the University of Alaska Fairbanks?

a. Not at all

b. A little

c. Somewhat

d. Very

e. Extremely

7. How problematic is partner or dating violence at the University of Alaska Fairbanks?

a. Not at all

b. A little

c. Somewhat

d. Very

e. Extremely

8. How problematic is harassment at the University of Alaska Fairbanks?

a. Not at all

b. A little

c. Somewhat

d. Very

e. Extremely

Reporting

9. Do you know where to go to get help if you or a friend has experienced sexual assault or sexual misconduct at the University of Alaska Fairbanks?

a. Yes

b. No

10. Do you believe you have the right to file a report if you have been sexually assaulted?

a. Yes

b. No (If you select No please skip to question 12)

11. If you chose yes, who may you choose to file a report with?

a. University of Alaska Fairbanks Police

b. Department of Residence Life

c. Victim Advocate

d. Health and Counseling

e. Office of Diversity & Equal Opportunity

f. Dean of Students' Office

g. All of the above

12. On a scale from 1-5, please rate how familiar you are with the services each office can offer you if you are a victim of gender-based or sexual misconduct.

1 –very familiar 5- not familiar

Make an X next to your ranking for each area.	**1**	**2**	**3**	**4**	**5**
Department of Residence Life					
Victims Advocate					
Health and Counseling					
Office of Diversity & Equal Opportunity					
University of Alaska Fairbanks Police					

13. Do you know where to look to find the definitions of sexual assault, sexual misconduct and Title IX at the University of Alaska Fairbanks?

a. Yes

b. No

14. Do you know where to report a sexual assault or sexual misconduct at the University of Alaska Fairbanks?

a. Yes

b. No

15. What is the time frame in which you can report a potential Title IX violation?

a. 1 day

b. 1 week

c. 1 month

d. There is no time limit

Investigation

16. How knowledgeable are you on the process of what happens when a sexual misconduct or sexual assault is reported at the university?

a. Not at all
b. A little
c. Somewhat
d. Very
e. Extremely

17. When referencing an individual who has experience sexual assault or misconduct, what term would you expect to be used?

a. Victim
b. Survivor
c. Respondent
d. Other:_____

18. If someone you know was accused of sexual misconduct or assault would you refer to them as the accused or the respondent?

a. Accused
b. Respondent
c. Other:_____

19. What is the definition of an accused or respondent person?

a. Someone who allegedly assaulted another person
b. A person you think is a rapist

20. If you or a friend reported a case of sexual misconduct to an office on campus, how likely do you think students would be to support the person reporting the misconduct?

a. Not at all
b. A little
c. Somewhat

d. Very

e. Extremely

21. Do you think university administration at the University of Alaska Fairbanks supports the victims who report sexual misconduct or assault?

(1-very little support, 2-mild support, 3-very supportive.)

a. 1

b. 2

c. 3

22. Do you think university administration at the University of Alaska Fairbanks take appropriate action against those who are accused of sexual misconduct or assault?

a. Yes

b. No

Communication

23. After reporting a sexual misconduct or assault, what type of result or update do you want to see? (Select all that would apply)

a. Public notice of suspension

b. An update in the UAF SunStar

c. An email from the university with an update

d. An update directly from UAF Police

24. What is the best way to communicate information to you about sexual misconduct or sexual assault policies and reporting procedures? (Select all that would apply)

a. Email

b. UAOnline

c. Blackboard

d. Text

e. Printed documents

f. A video

g. Other:_____

25. What is the best way to communicate information about sexual misconduct or sexual assault policies and reporting procedures during New Student Orientation (NSO)?

a. Hall opening meetings
b. Signage in residential rooms
c. Signage in bathroom, stairwells and other common areas
d. Included in a course syllabus
e. Online
f. Video
g. Other:_____

26. If you report a sexual assault or other sexual misconduct incident, how often do you want to be communicated with?

a. Daily
b. Twice a week
c. Weekly
d. Every other week
e. Once a month
f. Once the case is concluded
g. Only if you have questions

27. What is your preferred method of communication?

a. Cell phone
b. Email
c. Letter in the mail
d. Other: _____

28. If someone you knew was sexually assaulted and you were trying to help them in reporting or getting assistance and you were looking for information what would you do? (select all that apply)

a. Search for sexual assault resources on the internet
b. Search for Title IX information on the UAF website

c. Go to a Resident Assistant within the residence halls

d. Call the police

e. Go to the Dean of Students

f. Utilize another department on campus

g. Go to Health and Counseling

h. Utilize a printed pocket card that walks you through the process

i. Other:_____

University Resources

29. Is there an advocate on campus?

a. Yes

b. No

30. Do you know what an advocate can offer to a student?

a. Yes

b. No

31. Where is the advocate office located?

a. Title IX Office

b. Gruening Building

c. Wood Center

d. Patty Center

e. Hutchinson

f. There is not an advocate office

32. There are publications across campus telling students not to rape and providing resources about Title IX. What words or messaging would you like to see?

a. It's on US

b. Don't rape

c. No more

d. Other:_____

33. Are you aware of the amnesty policy for reporting incidents at UAF?

a. Yes

b. No

34. Do you have any suggestions to improve the Title IX process at UAF?

a. Write in paragraph

35. Were these questions difficult to understand?

a. Yes

b. No

APPENDIX B:
Sexual Misconduct/Title IX Focus Group

1. How problematic is sexual assault and misconduct at UAF?
   a. What are some of the problems you have observed or heard of?

2. What do you know about reporting a sexual assault or sexual misconduct incident at UAF?
   a. Who would you contact if you needed help reporting?

3. What do you know about the process of what happens when sexual misconduct or sexual assault is reported to the university?

4. How should the university refer to individuals of sexual assault or misconduct or those who are accused of sexual misconduct or assault?

   a. What do you think about the term 'accused'? Are there any better terms?
   b. Should the individual be called a 'victim'? Are there any better words to use to describe them?

5. In what ways do university administration at UAF support individuals who report sexual misconduct or assault?
6. What is the best way to communicate information to you about sexual misconduct or sexual assault policies and reporting procedures?
   a. If you are involved in a case, how often do you want to be contacted?

APPENDIX C:
Sexual Misconduct/Title IX Resource Handout

University of Alaska Fairbanks

University & Community Resources for Victims of Sexual Misconduct

File a police report

Call 911 in an emergency.
University Police Department
Whitaker Building
Email: UAF-Police-Dept@alaska.edu
612 Yukon Drive, P.O. Box 755560
Fairbanks, AK 99775
Phone: (907) 474-7721

Housing support

An RA on Duty is available every night from 7pm – 8am (24 hours on the weekend in Moore and Skarland halls). Full-time professional staff are on call 24/7 for emergencies. Contact your RA on duty to speak with on call staff.

TITLE IX REPORTING

If you would like to file a Title IX report you have two options:

1) Submit a report online at http://www.uaf.edu/titleix/

2) Call the Office of Diversity & Equal Opportunity at (907)-474-7300.

Medical Services

Call 911 for emergency medical assistance.

Fairbanks Memorial Hospital Emergency Room
1650 Cowles St, Fairbanks, AK 99701
(907) 452-8181

UAF Student Health & Counseling Center

Confidential Support Services

UAF Resource & Advocacy Center
Wood Center 130
Call 907-474-6360 to speak with a victim's advocate.

Interior Alaska Center for Non-Violent Living
Call (907) 452-2293 to speak with a victim's advocate.

UAF Student Health & Counseling Center
(907) 474-7043
Open weekdays 8am – 5pm for in person appointments with a counselor.

APPENDIX D:
DATA & GRAPHS

Basic Participant Information

1. How old are you	% of Surveyed
a. Under 18	0.00%
b. 18-20	100.00%
c. 21+	0.00%
2. Gender Identity	% of Surveyed
a. Woman	46.67%
b. Man	47.62%
c. Transgender woman	0.00%
d. Transgender man	0.00%
e. Genderqueer or gender non-conforming	2.86%
f. Questioning	2.86%
g. Not listed	0.00%
h. Declined to state	0.00%
3. Race	% of Surveyed
a. American Indian or Alaska Native	21.90%
b. Asian	2.86%
c. Black or African American	4.76%
d. Hispanic or Latino	4.76%
e. Native Hawaiian or other Pacific Islander	2.86%
f. White	66.67%
4. Living Situation	% of Surveyed
a. Moore/Skarland/Nerland single room	22.86%
b. Moore/Skarland/Nerland shared room, alone	18.10%
c. Moore/Skarland/Nerland shared room, with a roommate	59.05%

Figure 1.1: A basic breakdown of age, gender, race, and living situation of the surveyed students

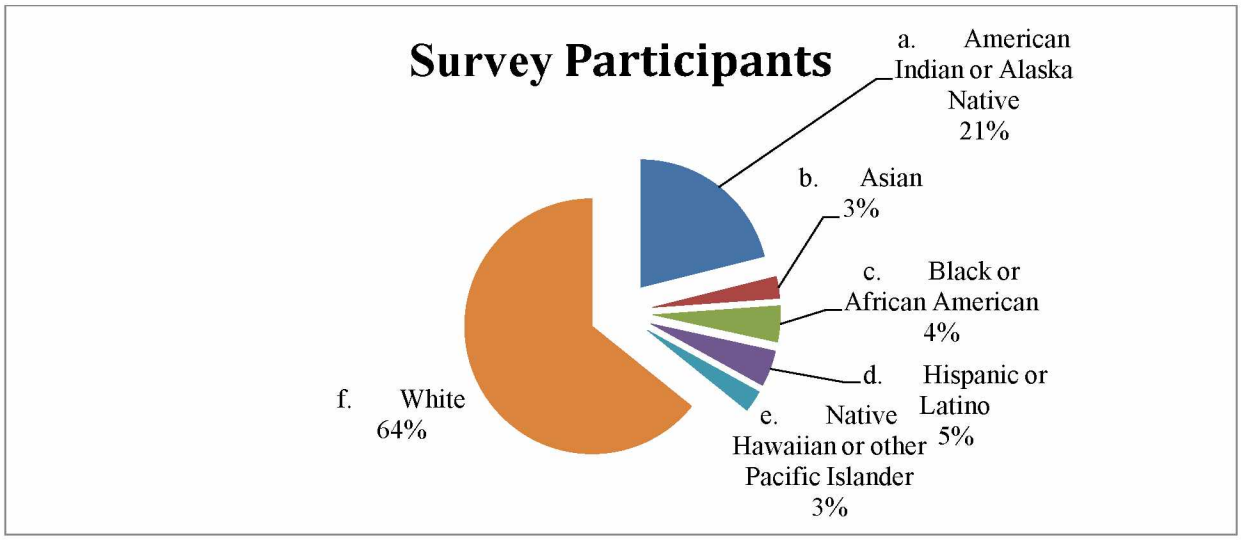


Figure 1.2: A graphic representation of how participants identified.

Perception

	5. How problematic is sexual misconduct?		6. How problematic is stalking?		7. How problematic is dating violence?		8. How problematic is harassment?	
	Number of Surveyed	% of Surveyed	Number of Surveyed	% of Surveyed	Number of Surveyed	% of Surveyed	Number of Surveyed	% of Surveyed
a. Not at all	15	14.29%	29	27.62%	33	31.43%	20	19.05%
b. A little	35	33.33%	38	36.19%	40	38.10%	39	37.14%
c. Somewhat	34	32.38%	27	25.71%	24	22.86%	28	26.67%
d. Very	15	14.29%	10	9.52%	6	5.71%	13	12.38%
e. Extremely	5	4.76%	0	0.00%	1	0.95%	4	3.81%

Figure 2.1: Data illustrating students' perception of the prevalence of issues on campus.

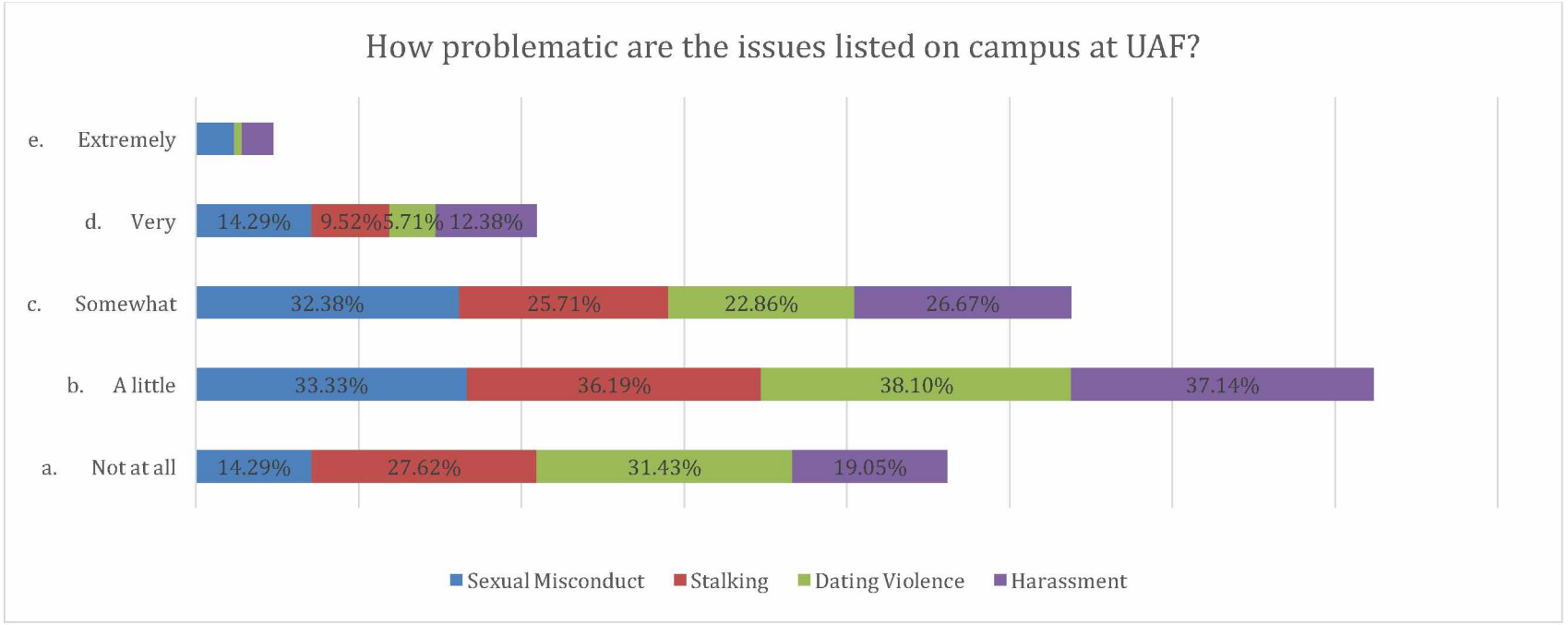


Figure 2.2: Graphic breakdown of perceived prevalence of issues.

Non Native Students								
	5. How problematic is sexual misconduct?		**6. How problematic is stalking?**		**7. How problematic is dating violence?**		**8. How problematic is harassment?**	
	Number of Surveyed	% of Surveyed	Number of Surveyed	% of Surveyed	Number of Surveyed	% of Surveyed	Number of Surveyed	% of Surveyed
a. Not at all	10	12.35%	23	28.40%	22	27.16%	10	12.35%
b. A little	26	32.10%	28	34.57%	33	40.74%	32	39.51%
c. Somewhat	25	30.86%	22	27.16%	18	22.22%	23	28.40%
d. Very	15	18.52%	8	9.88%	6	7.41%	11	13.58%
e. Extremely	5	6.17%	0	0.00%	1	1.23%	4	4.94%

Figure 2.3: Non-native student perception of listed issues.

Alaska Native						
	5. How problematic is sexual misconduct?			**6. How problematic is stalking?**		
	Number of Surveyed	% of Surveyed	%Change	Number of Surveyed	% of Surveyed	%Change
a. Not at all	6	26.09%	13.74%	7	30.43%	2.04%
b. A little	9	39.13%	7.03%	10	43.48%	8.91%
c. Somewhat	8	34.78%	3.92%	4	17.39%	-9.77%
d. Very	0	0.00%	-18.52%	2	8.70%	-1.18%
e. Extremely	0	0.00%	-6.17%	0	0.00%	0.00%
	7. How problematic is dating violence?			**8. How problematic is harassment?**		
	Number of Surveyed	% of Surveyed	%Change	Number of Surveyed	% of Surveyed	%Change
a. Not at all	11	47.83%	20.67%	10	43.48%	31.13%
b. A little	6	26.09%	-14.65%	7	30.43%	-9.07%
c. Somewhat	6	26.09%	3.86%	5	21.74%	-6.66%
d. Very	0	0.00%	-7.41%	1	4.35%	-9.23%
e. Extremely	0	0.00%	-1.23%	0	0.00%	-4.94%

Figure 2.4: Alaska native student perception of listed issues. Percent change is calculated as the difference in percentages for given answers between students identifying as Native and those that identify as another race.

Reporting

9. Do you know where to get help if you/friend have experienced sexual misconduct?	Number of Surveyed	% of Surveyed
a. yes	81	77.14%
b. no	24	22.86%
10. Do you have the right to report?	Number of Surveyed	% of Surveyed
a. yes	99	94.29%
b. no	6	5.71%
11. Do you know who you can report to?	Number of Surveyed	% of Surveyed
a. University of Alaska Fairbanks Police	92	87.62%
b. Department of Residence Life	82	78.10%
c. Victim Advocate	76	72.38%
d. Health and Counseling	81	77.14%
e. Office of Diversity & Equal Opportunity	76	72.38%
f. Dean of Students' Office	75	71.43%
g. All of the above	74	70.48%
12. Avg. Ranking of how familiar are you with the services offered by the offices below. 1-very/5-not familiar	Number of Surveyed	% of Surveyed
Residence Life	3.12	2.97%
Victim's Advocate	2.99	2.85%
Health and Counseling	2.95	2.81%
Diversity and Equal Opportunity	3.32	3.16%
University Police	2.91	2.77%
13. Do you know where to look for Title IX information?	Number of Surveyed	% of Surveyed
a. yes	63	60.00%
b. no	41	39.05%
14. Do you know where to report?	Number of Surveyed	% of Surveyed
a. yes	76	72.38%
b. no	28	26.67%

15. What is the time limit to report sexual misconduct?	Number of Surveyed	% of Surveyed
a. 1 day	4	3.81%
b. 1 week	5	4.76%
c. 1 month	5	4.76%
d. There is no time limit	86	81.90%

Figure 3.1: Reporting statistics for all students.

Student Population				Alaska Native Population			
9. Do you know where to get help if you/friend have experienced sexual misconduct?	Number of Surveyed	% of Surveyed		**9. Do you know where to get help if you/friend have experienced sexual misconduct??**	Number of Surveyed	% of Surveyed	% Change
a. yes	60	74.07%		a. yes	20	86.96%	12.88%
b. no	21	25.93%		b. no	3	13.04%	-12.88%
10. Do you have the right to report?	Number of Surveyed	% of Surveyed		**10. Do you have the right to report?**	Number of Surveyed	% of Surveyed	% Change
a. yes	75	92.59%		a. yes	23	100.00%	7.41%
b. no	6	7.41%		b. no	0	0.00%	-7.41%
11. Do you know who you can report to?	Number of Surveyed	% of Surveyed		**11. Do you know who you can report to?**	Number of Surveyed	% of Surveyed	% Change
a. University of Alaska Fairbanks Police	81	100.00%		a. University of Alaska Fairbanks Police	21	91.30%	-8.70%
b. Department of Residence Life	61	75.31%		b. Department of Residence Life	20	86.96%	11.65%
c. Victim Advocate	54	66.67%		c. Victim Advocate	18	78.26%	11.59%
d. Health and Counseling	59	72.84%		d. Health and Counseling	18	78.26%	5.42%
e. Office of Diversity & Equal Opportunity	54	66.67%		e. Office of Diversity & Equal Opportunity	16	69.57%	2.90%
f. Dean of Students' Office	53	65.43%		f. Dean of Students' Office	16	69.57%	4.13%
g. All of the above	57	70.37%		g. All of the above	16	69.57%	-0.81%
12. Avg. Ranking of how familiar are you with the services offered. 1 very 5 not at all	Number of Surveyed			**12. Avg. Ranking of how familiar are you with the services offered. 1 very 5 not at all**	Number of Surveyed		Change
Residence Life	3.15			Residence Life	2.83		-0.32

Victim's Advocate	3			Victim's Advocate	2.96	-0.04
Health and Counseling	3			Health and Counseling	2.77	-0.23
Office of Diversity and EE	3.35			Office of Diversity and EE	3.18	-0.17
University Police	2.83			University Police	2.82	-0.01
13. Do you know where to look for Title IX information?	Number of Surveyed	% of Surveyed		**13. Do you know where to look for Title IX information?**	Number of Surveyed	% of Surveyed	% Change
a. yes	50	61.73%		a. yes	13	56.52%	-5.21%
b. no	30	37.04%		b. no	10	43.48%	6.44%
14. Do you know where to report?	Number of Surveyed	% of Surveyed		**14. Do you know where to report?**	Number of Surveyed	% of Surveyed	% Change
a. yes	56	69.14%		a. yes	19	82.61%	13.47%
b. no	24	29.63%		b. no	4	17.39%	-12.24%
15. What is the time limit to report sexual misconduct?	Number of Surveyed	% of Surveyed		**15. What is the time limit to report sexual misconduct?**	Number of Surveyed	% of Surveyed	% Change
a. 1 day	3	3.70%		a. 1 day	1	4.35%	0.64%
b. 1 week	3	3.70%		b. 1 week	2	8.70%	4.99%
c. 1 month	5	6.17%		c. 1 month	0	0.00%	-6.17%
d. There is no time limit	66	81.48%		d. There is no time limit	19	82.61%	1.13%

Figure 3.2: Alaska native student reporting statistics. Percent change is calculated as the difference in percentages for given answers between students identifying as Native and those identifying within the rest of the demographic.

Investigation

16. How knowledgeable are you about the process after reporting?	Number of Surveyed	% of Surveyed
a. Not at all	40	38.10%
b. A little	27	25.71%
c. Somewhat	25	23.81%
d. Very	11	10.48%
e. Extremely	0	0.00%
17. What term would you expect to be used for someone who has experienced sexual misconduct?	Number of Surveyed	% of Surveyed
a. Victim	75	71.43%
b. Survivor	20	19.05%
c. Respondent	4	3.81%
d. Other: _____	7	6.67%
18. What term would you expect to be used for someone who has been accused of sexual misconduct?	Number of Surveyed	% of Surveyed
a. Accused	76	72.38%
b. Respondent	14	13.33%
c. Other: _____	9	8.57%
19. What is a good definition for an accused or respondent?	Number of Surveyed	% of Surveyed
a. Someone who allegedly assaulted another person	91	86.67%
b. A person you think is a rapist	10	9.52%
20. How likely do you think students would be to support a reporter of sexual misconduct	Number of Surveyed	% of Surveyed
a. Not at all	4	3.81%
b. A little	15	14.29%
c. Somewhat	33	31.43%
d. Very	43	40.95%
e. Extremely	9	8.57%
21. How supportive is the university to those involved?	Number of Surveyed	% of Surveyed
a. 1 (little)	18	17.14%
b. 2 (Mild)	49	46.67%
c. 3 (Very Supportive)	38	36.19%

22. Do you feel the university takes adequate action against those accused?	Number of Surveyed	% of Surveyed
a. Yes	60	57.14%
b. No	39	37.14%

Figure 4.1: Student data on investigation.

Student Population				Alaska Native Population			
16. How knowledgeable are you about the process after reporting?	Number of Surveyed	% of Surveyed		**16. How knowledgeable are you about the process after reporting?**	Number of Surveyed	% of Surveyed	% Change
a. Not at all	31	38.27%		a. Not at all	10	43.48%	5.21%
b. A little	21	25.93%		b. A little	6	26.09%	0.16%
c. Somewhat	21	25.93%		c. Somewhat	4	17.39%	-8.53%
d. Very	8	9.88%		d. Very	3	13.04%	3.17%
e. Extremely	0	0.00%		e. Extremely	0	0.00%	0.00%
17. What term would you expect to be used for someone who has experienced sexual misconduct?	Number of Surveyed	% of Surveyed		**17. What term would you expect to be used for someone who has experienced sexual misconduct?**	Number of Surveyed	% of Surveyed	% Change
a. Victim	59	72.84%		a. Victim	16	69.57%	-3.27%
b. Survivor	16	19.75%		b. Survivor	4	17.39%	-2.36%
c. Respondent	3	3.70%		c. Respondent	1	4.35%	0.64%
d. Other: _____	6	7.41%		d. Other: _____	1	4.35%	-3.06%
18. What term would you expect to be used for someone who has been accused of sexual misconduct?	Number of Surveyed	% of Surveyed		**18. What term would you expect to be used for someone who has been accused of sexual misconduct?**	Number of Surveyed	% of Surveyed	% Change
a. Accused	60	74.07%		a. Accused	16	69.57%	-4.51%
b. Respondent	9	11.11%		b. Respondent	4	17.39%	6.28%
c. Other: _____	8	9.88%		c. Other: _____	1	4.35%	-5.53%
19. What is a good definition for an accused or respondent?	Number of Surveyed	% of Surveyed		**19. What is a good definition for an accused or respondent?**	Number of Surveyed	% of Surveyed	% Change
a. Someone who allegedly assaulted another person	73	90.12%		a. Someone who allegedly assaulted another person	17	73.91%	-16.21%

b. A person you think is a rapist	5	6.17%		b. A person you think is a rapist	5	21.74%	15.57%
20. How likely do you think students would be to support a reporter of sexual misconduct	Number of Surveyed	% of Surveyed		**20. How likely do you think students would be to support a reporter of sexual misconduct**	Number of Surveyed	% of Surveyed	% Change
a. Not at all	4	4.94%		a. Not at all	0	0.00%	-4.94%
b. A little	10	12.35%		b. A little	4	17.39%	5.05%
c. Somewhat	28	34.57%		c. Somewhat	6	26.09%	-8.48%
d. Very	34	41.98%		d. Very	9	39.13%	-2.84%
e. Extremely	6	7.41%		e. Extremely	3	13.04%	5.64%
21. How supportive is the university to those involved?	Number of Surveyed	% of Surveyed		**21. How supportive is the university to those involved?**	Number of Surveyed	% of Surveyed	% Change
a. 1 (little)	16	19.75%		a. 1 (little)	1	4.35%	-15.41%
b. 2 (Mild)	37	45.68%		b. 2 (Mild)	12	52.17%	6.49%
c. 3 (Very Supportive)	28	34.57%		c. 3 (Very Supportive)	10	43.48%	8.91%
22. Do you feel the university takes adequate action against those accused?	Number of Surveyed	% of Surveyed		**22. Do you feel the university takes adequate action against those accused?**	Number of Surveyed	% of Surveyed	% Change
a. Yes	42	51.85%		a. Yes	17	73.91%	22.06%
b. No	35	43.21%		b. No	4	17.39%	-25.82%

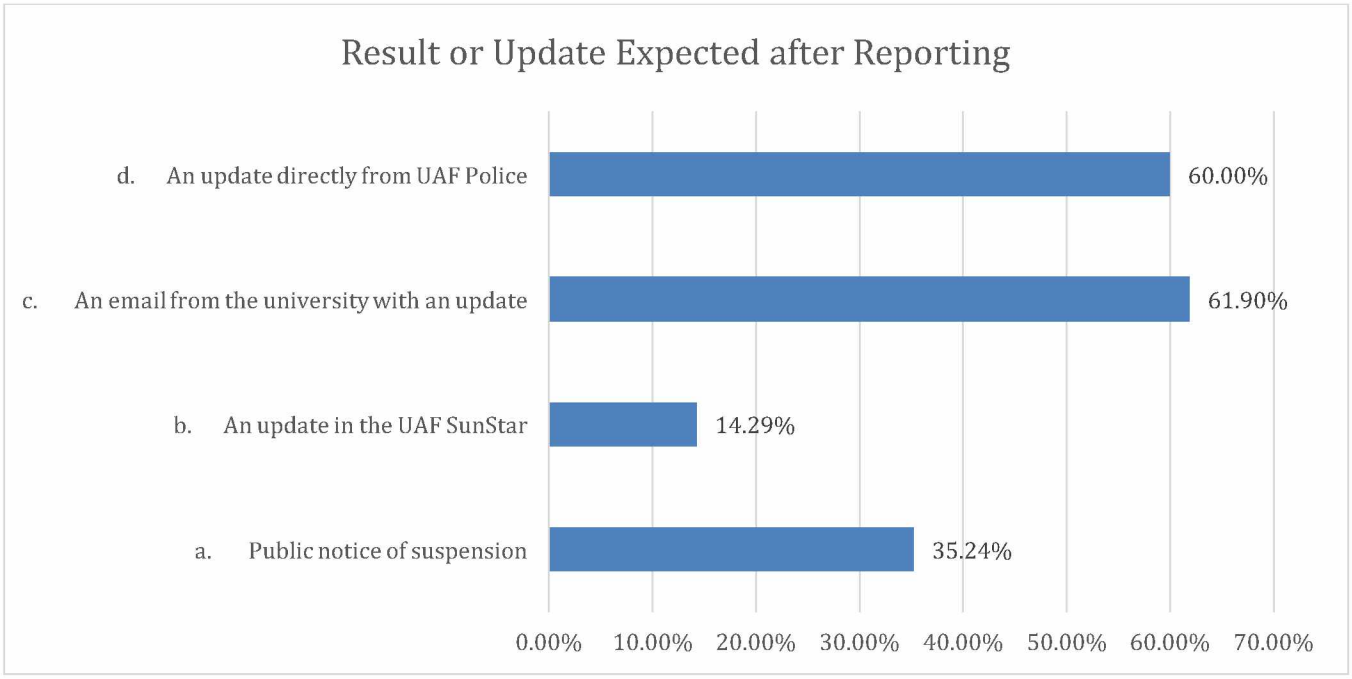
Figure 4.2: Alaska native student investigation statistics. Percent change is calculated as the difference in percentages for given answers between students identifying as Native and those identifying within the rest of the demographic.

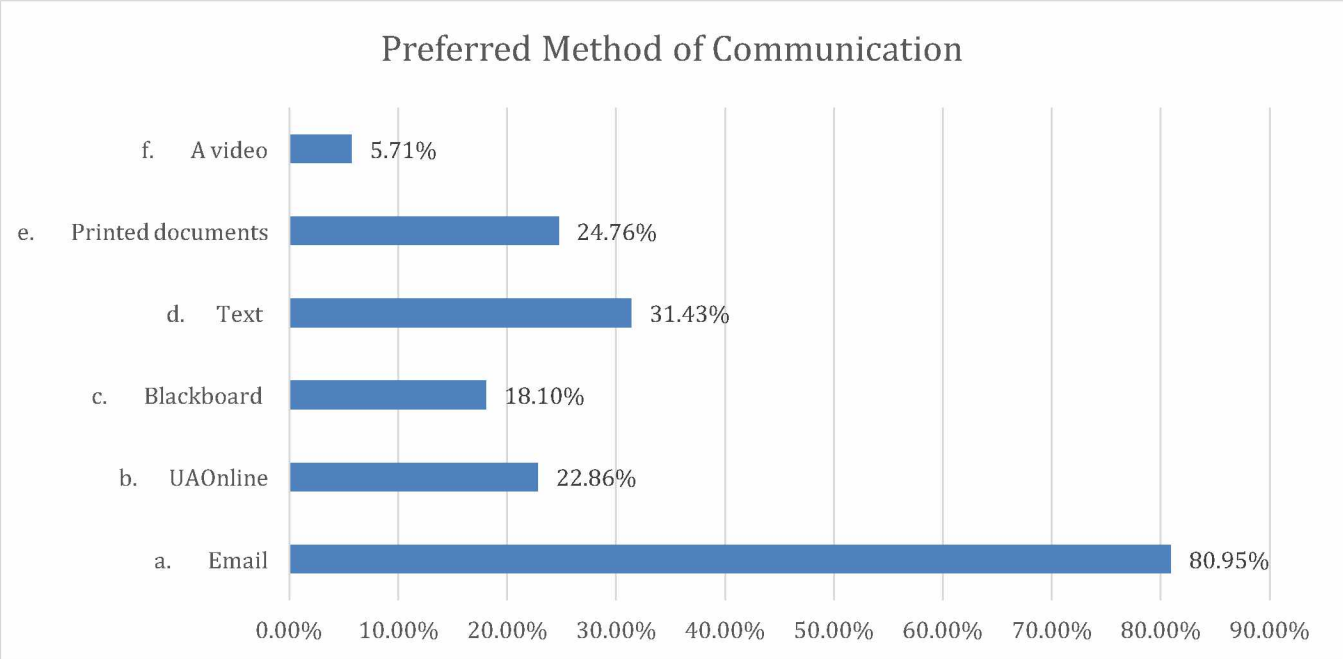
Communication

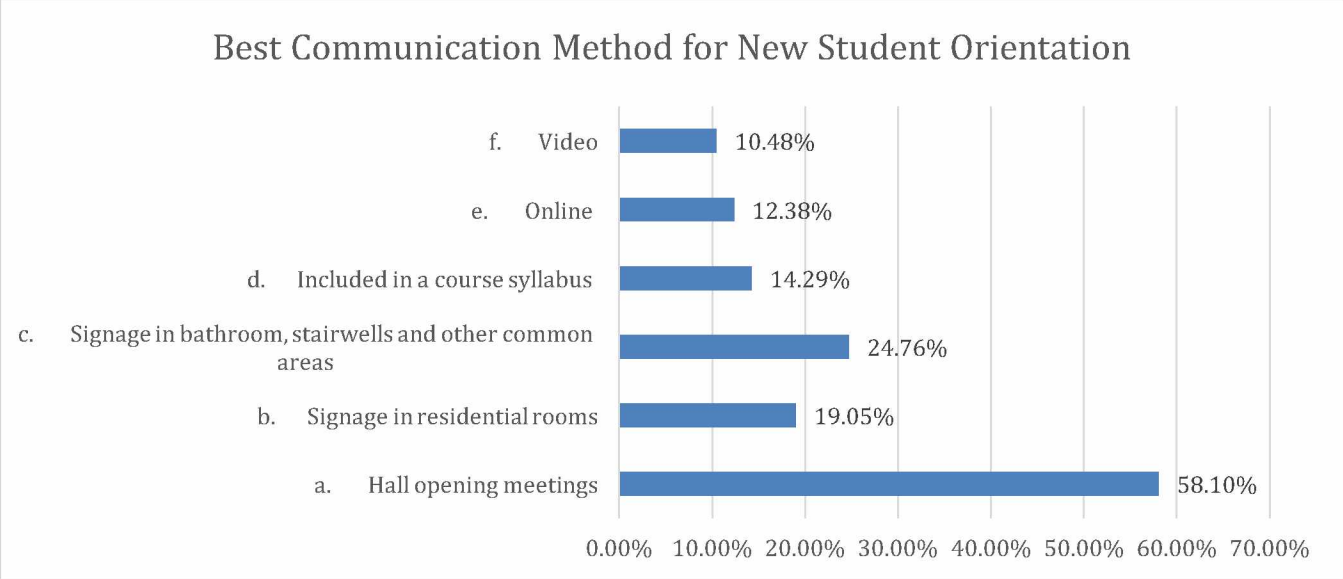
23. What is your desired result or update after reporting a Title IX?	Number of Surveyed	% of Surveyed
a. Public notice of suspension	37	35.24%
b. An update in the UAF SunStar	15	14.29%
c. An email from the university with an update	65	61.90%
d. An update directly from UAF Police	63	60.00%
24. What is the best method of communicating policies and reporting procedures?	Number of Surveyed	% of Surveyed
a. Email	85	80.95%
b. UAOnline	24	22.86%
c. Blackboard	19	18.10%
d. Text	33	31.43%
e. Printed documents	26	24.76%
f. A video	6	5.71%
g. Other: _____	1	0.95%
25. What is the best method of communication information on Title IX during new student orientation (NSO)?	Number of Surveyed	% of Surveyed
a. Hall opening meetings	61	58.10%
b. Signage in residential rooms	20	19.05%
c. Signage in bathroom, stairwells and other common areas	26	24.76%
d. Included in a course syllabus	15	14.29%
e. Online	13	12.38%
f. Video	11	10.48%
g. Other: _____	3	2.86%
26. How often do you want to be updated during an investigation if you report a sexual assault or sexual misconduct?	Number of Surveyed	% of Surveyed
a. Daily	22	20.95%
b. Twice a week	27	25.71%
c. Weekly	37	35.24%
d. Every other week	3	2.86%
e. Once a month	8	7.62%
f. Once the case is concluded	7	6.67%
g. Only if you have questions	7	6.67%
27. What is your preferred method of communication?	Number of Surveyed	% of Surveyed
a. Cell phone	55	52.38%

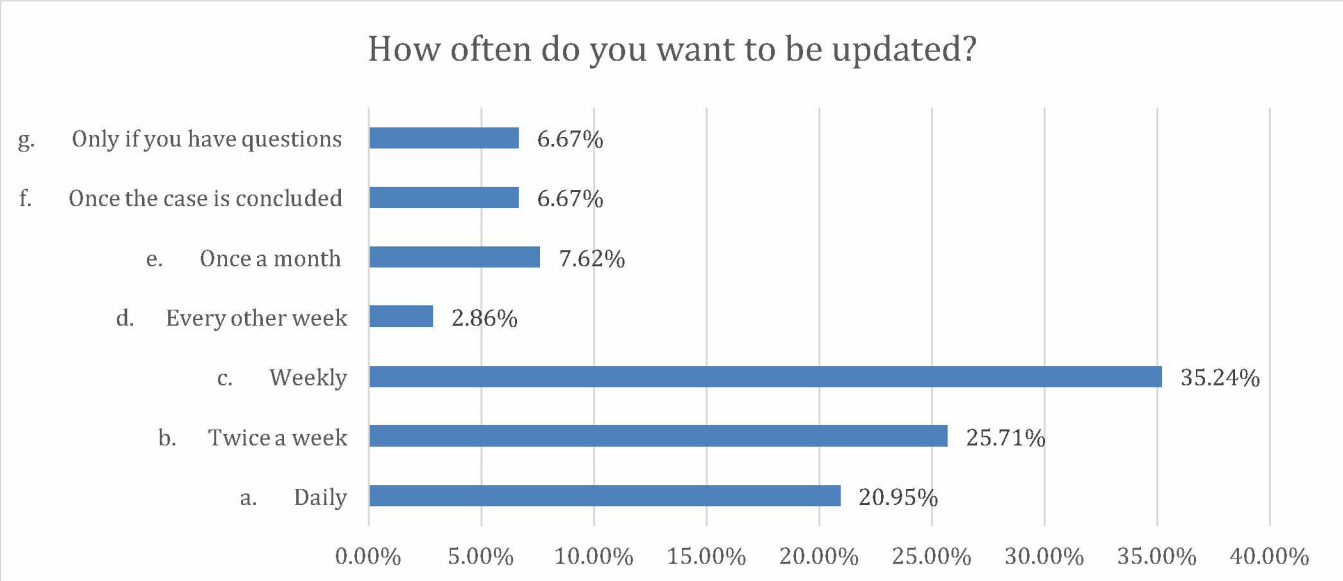
b. Email	60	57.14%
c. Letter in the mail	2	1.90%
d. Other: _____	2	1.90%
28. What would you do to help a victim of sexual misconduct in reporting, getting assistance, or looking for information) (select all that apply)?	Number of Surveyed	% of Surveyed
a. Search for sexual assault resources on the internet	40	38.10%
b. Search for Title IX information on the UAF website	59	56.19%
c. Go to a Resident Assistant within the residence halls	57	54.29%
d. Call the police	54	51.43%
e. Go to the Dean of Students	10	9.52%
f. Utilize another department on campus	11	10.48%
g. Go to Health and Counseling	46	43.81%
h. Utilize a printed pocket card that walks you through the process	7	6.67%
i. Other: _____	0	0.00%

Figure 5.1: All student communication data




Preferred Method of Communication
f. A video
5.71%
e. Printed documents
24.76%
d. Text
31.43%
c. Blackboard
18.10%
b. UAOnline
22.86%
a. Email
80.95%
0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%


Best Communication Method for New Student Orientation
f. Video
10.48%
e. Online
12.38%
d. Included in a course syllabus
14.29%
c. Signage in bathroom, stairwells and other common areas
24.76%
b. Signage in residential rooms
19.05%
a. Hall opening meetings
58.10%
0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00%



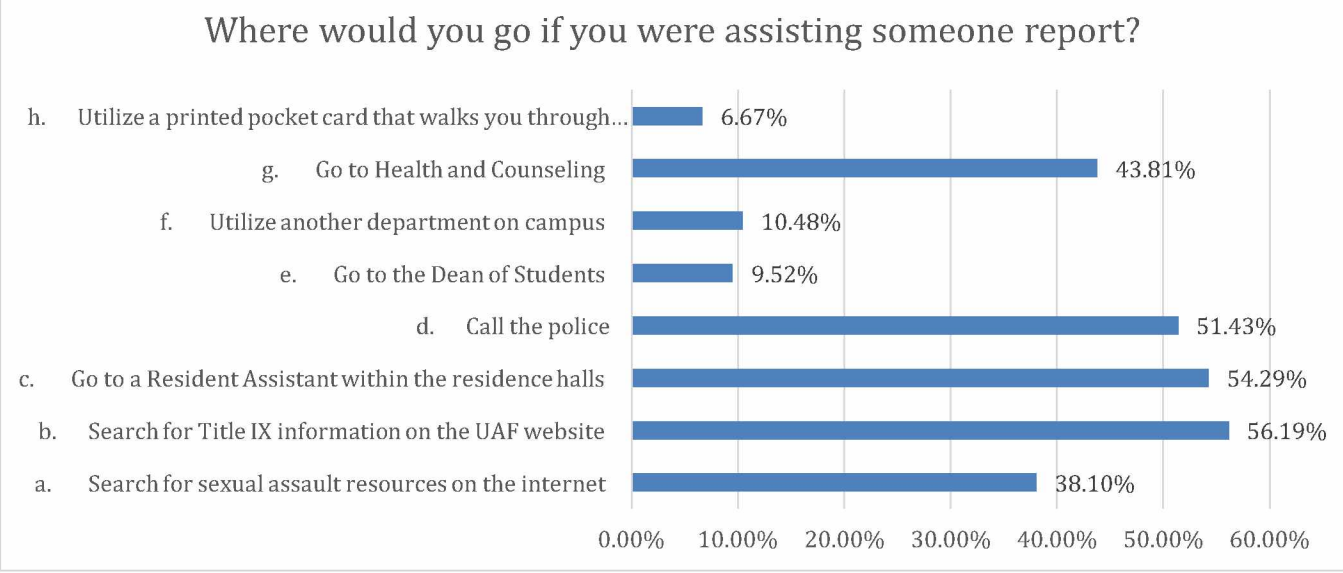


Figure 5.2-5.6: All student communication graphic data

Student Population				Alaska Native Population			
23. What is your desired result or expected update after reporting?	Number of Surveyed	% of Surveyed		**23. What is your desired result or expected update after reporting?**	Number of Surveyed	% of Surveyed	% Change
a. Public notice of suspension	29	35.80%		a. Public notice of suspension	8	34.78%	-1.02%
b. An update in the UAF SunStar	14	17.28%		b. An update in the UAF SunStar	1	4.35%	-12.94%
c. An email from the university with an update	51	62.96%		c. An email from the university with an update	13	56.52%	-6.44%
d. An update directly from UAF Police	49	60.49%		d. An update directly from UAF Police	13	56.52%	-3.97%
24. What is the best method of communicating reporting policies?	Number of Surveyed	% of Surveyed		**24. What is the best method of communicating reporting policies?**	Number of Surveyed	% of Surveyed	% Change
a. Email	66	81.48%		a. Email	18	78.26%	-3.22%
b. UAOnline	21	25.93%		b. UAOnline	4	17.39%	-8.53%
c. Blackboard	17	20.99%		c. Blackboard	2	8.70%	-12.29%
d. Text	29	35.80%		d. Text	4	17.39%	-18.41%
e. Printed documents	22	27.16%		e. Printed documents	4	17.39%	-9.77%
f. A video	4	4.94%		f. A video	4	17.39%	12.45%
g. Other: _____	1	1.23%		g. Other: _____	0	0.00%	-1.23%
25. What is the best method of communication during new student orientation?	Number of Surveyed	% of Surveyed		**25. What is the best method of communication during new student orientation?**	Number of Surveyed	% of Surveyed	% Change
a. Hall opening meetings	47	58.02%		a. Hall opening meetings	13	56.52%	-1.50%
b. Signage in residential rooms	17	20.99%		b. Signage in residential rooms	3	13.04%	-7.94%
c. Signage in bathroom, stairwells and other common areas	24	29.63%		c. Signage in bathroom, stairwells and other common areas	2	8.70%	-20.93%
d. Included in a course syllabus	12	14.81%		d. Included in a course syllabus	3	13.04%	-1.77%
e. Online	17	20.99%		e. Online	6	26.09%	5.10%
f. Video	8	9.88%		f. Video	3	13.04%	3.17%
g. Other: _____	2	2.47%		g. Other: _____	1	4.35%	1.88%
26. How often do you want to be updated during your investigation?	Number of Surveyed	% of Surveyed		**26. How often do you want to be updated during your investigation?**	Number of Surveyed	% of Surveyed	% Change

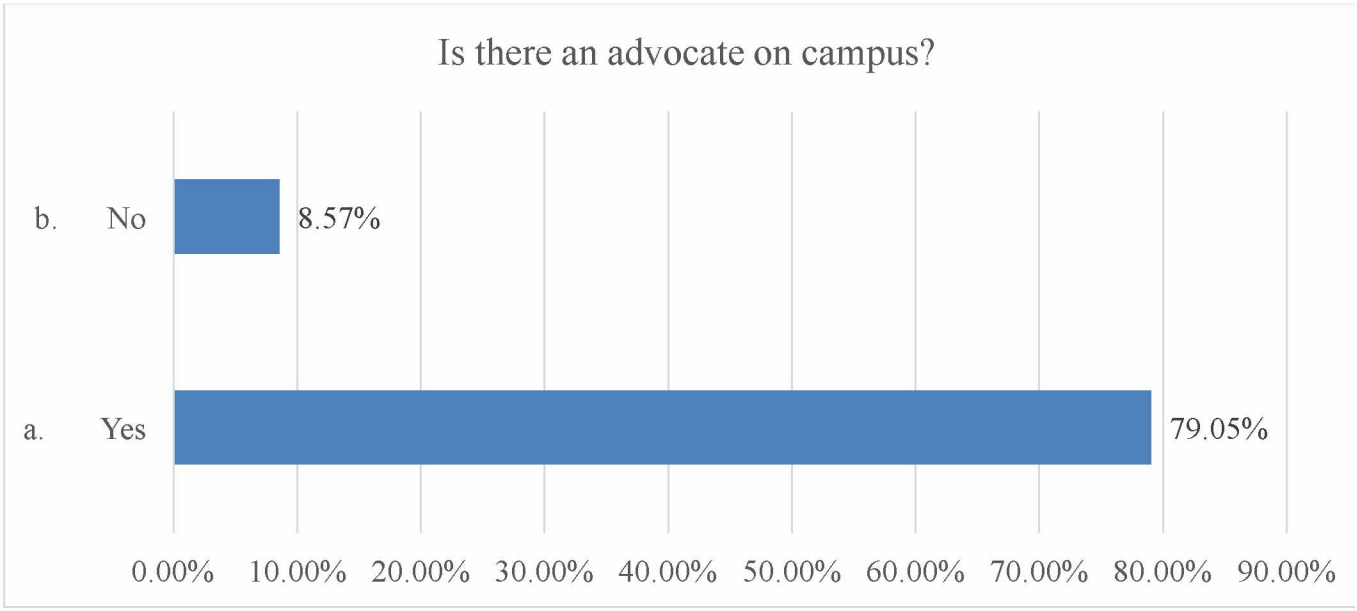
a. Daily	18	22.22%		a. Daily	4	17.39%	-4.83%
b. Twice a week	19	23.46%		b. Twice a week	8	34.78%	11.33%
c. Weekly	31	38.27%		c. Weekly	5	21.74%	-16.53%
d. Every other week	1	1.23%		d. Every other week	2	8.70%	7.46%
e. Once a month	7	8.64%		e. Once a month	1	4.35%	-4.29%
f. Once the case is concluded	6	7.41%		f. Once the case is concluded	1	4.35%	-3.06%
g. Only if you have questions	4	4.94%		g. Only if you have questions	3	13.04%	8.11%
27. What is your preferred method of communication?	Number of Surveyed	% of Surveyed		**27. What is your preferred method of communication?**	Number of Surveyed	% of Surveyed	% Change
a. Cell phone	43	53.09%		a. Cell phone	12	52.17%	-0.91%
b. Email	45	55.56%		b. Email	15	65.22%	9.66%
c. Letter in the mail	2	2.47%		c. Letter in the mail	0	0.00%	-2.47%
d. Other: _____	1	1.23%		d. Other: _____	0	0.00%	-1.23%
28. What would you do to help a victim of sexual misconduct?	Number of Surveyed	% of Surveyed		**28. What would you do to help a victim of sexual misconduct?**	Number of Surveyed	% of Surveyed	% Change
a. Search for sexual assault resources on the internet	33	40.74%		a. Search for sexual assault resources on the internet	7	30.43%	-10.31%
b. Search for Title IX information on the UAF website	42	51.85%		b. Search for Title IX information on the UAF website	16	69.57%	17.71%
c. Go to a Resident Assistant within the residence halls	48	59.26%		c. Go to a Resident Assistant within the residence halls	9	39.13%	-20.13%
d. Call the police	40	49.38%		d. Call the police	13	56.52%	7.14%
e. Go to the Dean of Students	10	12.35%		e. Go to the Dean of Students	0	0.00%	-12.35%
f. Utilize another department on campus	9	11.11%		f. Utilize another department on campus	3	13.04%	1.93%
g. Go to Health and Counseling	43	53.09%		g. Go to Health and Counseling	10	43.48%	-9.61%
h. Utilize a printed pocket card that walks you through the process	8	9.88%		h. Utilize a printed pocket card that walks you through the process	0	0.00%	-9.88%
i. Other: _____	0	0.00%		i. Other: _____	0	0.00%	0.00%

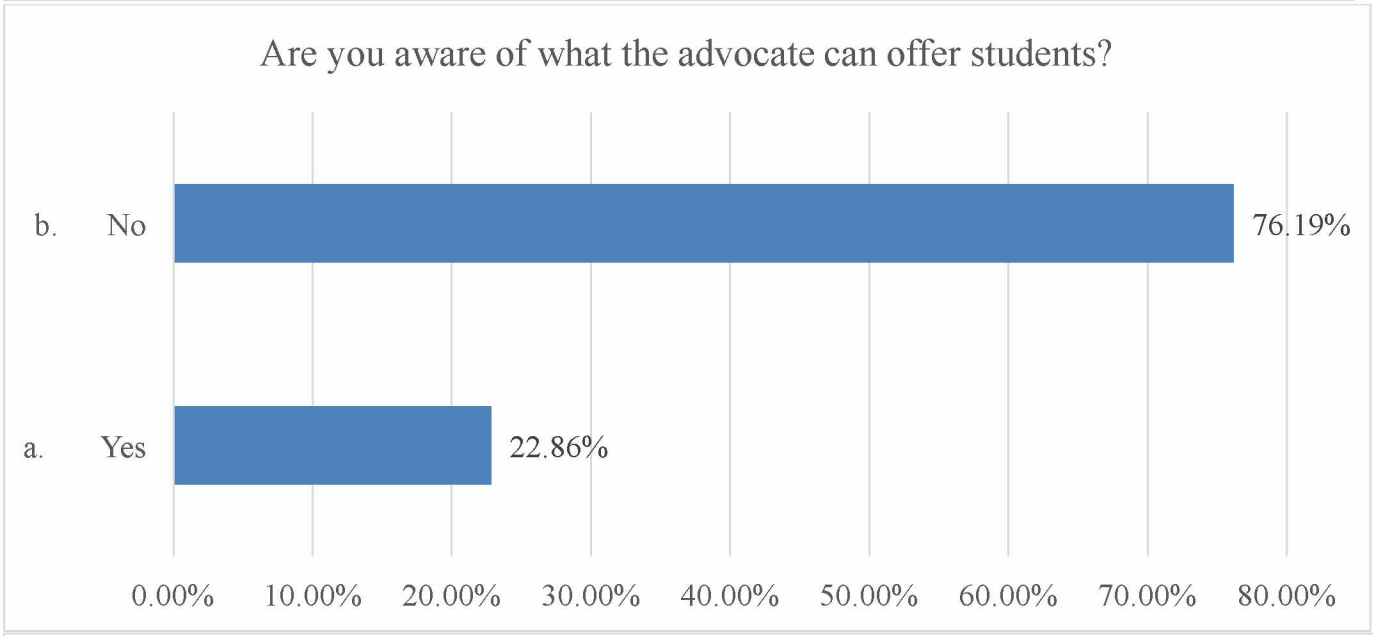
Figure 5.7: Alaska native student communication statistics. Percent change is calculated as the difference in percentages for given answers between students identifying as Native and those identifying within the rest of the demographic.

Resources

29. Is there an advocate on campus?	Number of Surveyed	% of Surveyed
a. Yes	83	79.05%
b. No	9	8.57%
30. Do you know what the advocate can offer?	Number of Surveyed	% of Surveyed
a. Yes	24	22.86%
b. No	80	76.19%
31. Where is the advocate located?	Number of Surveyed	% of Surveyed
a. Title IX Office	41	39.05%
b. Gruening Building	10	9.52%
c. Wood Center	14	13.33%
d. Patty Center	1	0.95%
e. Hutchinson	3	2.86%
f. There is not an advocate office	14	13.33%
32. What are your preferences for anti-rape publications on campus?	Number of Surveyed	% of Surveyed
a. It's on US	22	20.95%
b. Don't rape	46	43.81%
c. No more	28	26.67%
d. Other: _____	11	10.48%
33. Are you aware of the amnesty policy on campus?	Number of Surveyed	% of Surveyed
a. Yes	25	23.81%
b. No	78	74.29%
35. Were the questions on this survey difficult?	Number of Surveyed	% of Surveyed
a. Yes	14	13.33%
b. No	85	80.95%

Figure 6.1: All student resources data





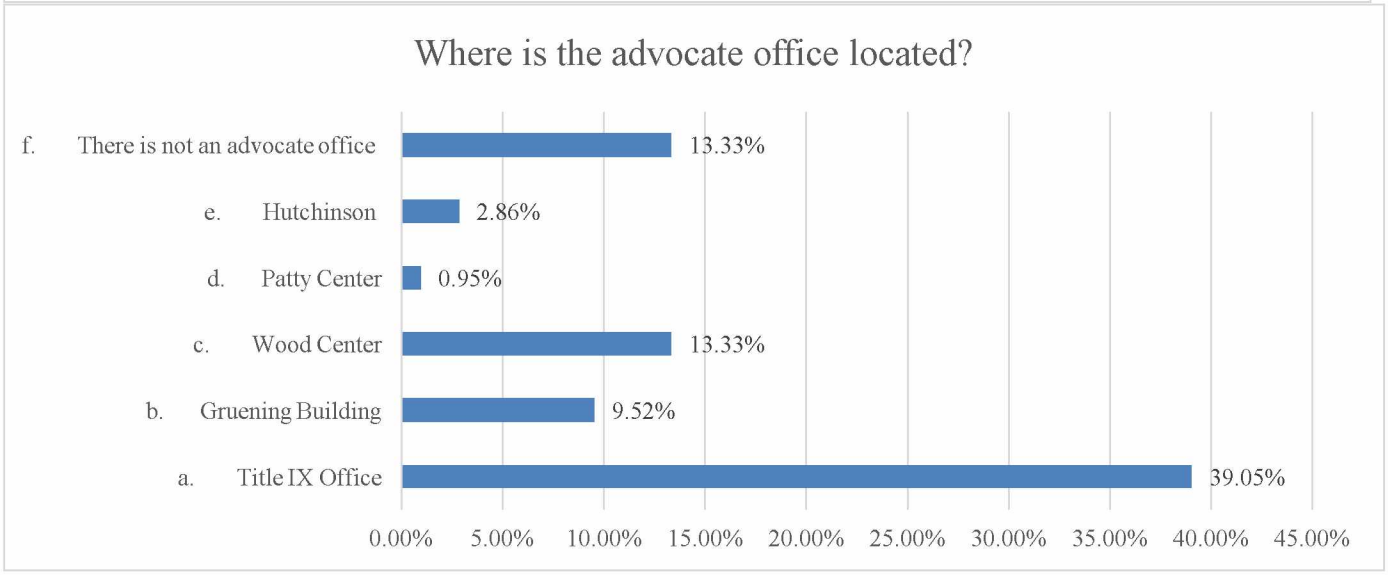


Figure 6.2-6.4: Graphic representation of all student advocate data.

Non-Native Population				Alaska Native Population			
29. Is there an advocate on campus?	Number of Surveyed	% of Surveyed		**29. Is there an advocate on campus?**	Number of Surveyed	% of Surveyed	% Change
a. Yes	66	62.86%		a. Yes	20	86.96%	24.10%
b. No	7	6.67%		b. No	3	13.04%	6.38%
30. Do you know what the advocate can offer?	Number of Surveyed	% of Surveyed		**30. Do you know what the advocate can offer?**	Number of Surveyed	% of Surveyed	% Change
a. Yes	21	20.00%		a. Yes	3	13.04%	-6.96%
b. No	60	57.14%		b. No	20	86.96%	29.81%
31. Where is the advocate located?	Number of Surveyed	% of Surveyed		**31. Where is the advocate located?**	Number of Surveyed	% of Surveyed	% Change
a. Title IX Office	32	30.48%		a. Title IX Office	8	34.78%	4.31%
b. Gruening Building	7	6.67%		b. Gruening Building	3	13.04%	6.38%
c. Wood Center	12	11.43%		c. Wood Center	2	8.70%	-2.73%
d. Patty Center	2	1.90%		d. Patty Center	0	0.00%	-1.90%
e. Hutchinson	2	1.90%		e. Hutchinson	1	4.35%	2.44%
f. There is not an advocate office	12	11.43%		f. There is not an advocate office	3	13.04%	1.61%
32. What are your preferences for anti-rape publications on campus?	Number of Surveyed	% of Surveyed		**32. What are your preferences for anti-rape publications on campus?**	Number of Surveyed	% of Surveyed	% Change
a. It's on US	21	20.00%		a. It's on US	2	8.70%	-11.30%
b. Don't rape	32	30.48%		b. Don't rape	15	65.22%	34.74%
c. No more	24	22.86%		c. No more	4	17.39%	-5.47%
d. Other: _____	9	8.57%		d. Other: _____	2	8.70%	0.12%

33. Are you aware of the amnesty policy on campus?	Number of Surveyed	% of Surveyed		**33. Are you aware of the amnesty policy on campus?**	Number of Surveyed	% of Surveyed	% Change
a. Yes	22	20.95%		a. Yes	4	17.39%	-3.56%
b. No	59	56.19%		b. No	19	82.61%	26.42%
35. Were the questions on this survey difficult?	Number of Surveyed	% of Surveyed		**35. Were the questions on this survey difficult?**	Number of Surveyed	% of Surveyed	% Change
a. Yes	13	12.38%		a. Yes	5	21.74%	9.36%
b. No	68	64.76%		b. No	16	69.57%	4.80%

Figure 6.5: Alaska native student resource statistics. Percent change is calculated as the difference in percentages for given answers between students identifying as Native and those identifying within the rest of the demographic.

APPENDIX E
STUDENTS WRITTEN IN DATA FROM SURVEY

Question 17:

1. Simply: **individual** or whatever term they want
2. **Person**
3. Green dot
4. **Person**
5. By **name**

Theme 1: person/name

Question 18:

1. **other person**
2. wrong doer
3. **victim**
4. **victim**
5. **person**
6. both, It'd be nice to know the difference, if there is one.
7. their **name**
8. only a sith deals in absolutes

Theme 2: victim/person

Question 24:

1. **meetings**

Question 25:

1. during the great hall **meeting**
2. have the woman who asked me do this talk about it. No one listens to videos.
3. Edge **meeting**

Theme 3: meetings

Questions 27:

1. in person

Question 28:
NO RESPONSES

Question 32:

1. If you see it report it
2. Being a **victim** is not a crime
3. Confliction is a- coming, permanent records are forever
4. Something more creative
5. STOP
6. Positive messages, not negative
7. You'll have to do better than these…just my honest opinion
8. No One forgets- or Believe them
9. Stop the **victim** blaming
10. It isn't your fault
11. Stop Grape, save soda
12. Ya'll need Jesus

13. Help resources
14. Do what's right

Question 34:

1. Better **location** info
2. I would suggest talking **more** about the process s**tudent**s would go through to report on individuals. Doing this would allow them to feel **more** comfortable going through or utilizing the process.
3. Not really
4. Kick the rapist out don't just suspend him/her.
5. Please no email floods, important info only
6. Maybe actually take incidents seriously (i.e. the case with Ms. Wattum from last semester).
7. Better **enforcement** of Title IX related rules/legislation. **More** reliable on follow through with someone's consequential punishment.
8. Instead of using only an **online-based system** you should have **more** one on one opportunities as well as trying to keep the scenarios of rape gender neutral. All to often programs immediately blame a guy on rape and normally it is toward a girl. Diversity allows those in the LGBT community to feel s**afe** and protected.
9. Title IX sounds "large" if s**tudent**s knew it as another name it might be **more** well-known.
10. I don't have any changes except to maybe make the communication methods better.
11. There needs to be better **enforcement** and for the s**afe**ty of other s**tudent**s the accused should be known to all.
12. To make s**tudent**s **more** educated on exactly what to do in that situations. **Sign**s up with the steps listed taught in class etc.
13. I enjoy seeing the s**upport** that victims are shown on campus. I like the s**ign**s that one posted, for the most part. (Some were a bit triggering). However, I feel that not enough people know where to go to seek services, and sometimes people are not sure if what they went through will receive s**upport**. I think **clarifying** these things in the beginning of the year in a meeting would help.
14. **More** of a presence at UAF and **more awarene**ss
15. Make it less complicated, communicate **clear,** simple steps to report
16. Literally anything but Have. Hall meetings would be a good time to discuss assault and harassment. Make it **more** personal. Give a necessary course during orientation with mandatory attendance.
17. I fully s**upport** the messaging and distribution of Title IX **poster**s but the frequency of these can be mentally challenging for those with past experience with harassment or rape to be constantly reminded of what happened to them.
18. If the UAF in house investigations and tribunal mirrored **more** so the process outline in the constitution, we would not have a system of guilty until proven innocent. Likewise, guilty parties would not be able to sue the university and win because of legal loopholes but would be justly punished.
19. I trust UAF's decision making
20. **More** public **awarene**ss of policy would be nice. Along with this, physical **location**s of places to request Title IX offences…. Along with updates that occur often to all affected (even the public perhaps?).
21. **More** info on amnesty policy, exact procedure for reporting sexual assault, explain the process of what happen when you report and after
22. **Keep in touch with those involved.**
23. To be honest I have no idea how to approach this issue, it is very psychologically complicated and a lot of times the steps taken to improve upon it are likely to make it worse. All I know is that the **online course** received has pretty bad rep from everyone not-well versed with the issue (most

people) I would suggest attempting **more** communication with s**tudent**s on their idea for Title IX possibly within classes that want to discuss the issue. Put in an I don't know option please.

24. The **online taught me** very little that I remember so offering the information in different formats and hearing the advocate and where all the other resources and what they do on a pamphlet or something of that sort would help.
25. Not really. It seems a lot of people in charge do not actually care but that's **more** of a character problem.
26. I feel that lots of people have no idea about the process so any way to make it **more** known would be good.
27. Get the information onto a frequently viewed site or area in school. Hold an informative showing that people have an option to go to.
28. **More sign**s and knowledge about the physical Title IX office
29. List of information about and on campus
30. I suggest making it a little easier to access title IX resources and information
31. Spread the news like gonorrhea. I see condom adverts everywhere and birth control. This should be the same.
32. I don't think many people know/knew that rape and sexual harassment are a problem on this campus, all we see are a ton of **poster**s saying to call this number and saying "Don't do that" without even openly saying that there is a real problem that needs to be fixed. Some sort of reality-check real statistics, and real calls to bring **awarene**ss to this obvious problem would get people to pay **more** attention and be **more** concerned focused on actually being part of making a change.
33. Get the word out

Thematic Results:

More while responses varied 14 students asked for:

1.Online failed

2. Person/victim as language to be considered

3. Meetings as methods to get more information

4. location

5.More was the number one theme with subthemes of more

- information,
- awareness
- signs
- attention,
- safety,
- support
- efforts etc.,
- clear/clarifying efforts/process

APPENDIX F
STUDENTS FOCUS GROUP DATA

Students that participated in focus group 1

- All 18-20
- One male
- One female

- 1 AK native
- 1 white
- 2 double shared room with roommate

FOCUS GROUP 1

Question	Participant 1A comments/perception	Participant 1B comments/perception
Navigational Tool	I want a pamphlet I want this information now	Useful (handout) to hand to parents, hey this is what we learned about
How problematic is sexual misconduct here at UAF?	Have personally seen or heard about it, I don't think it's giant but I have a feeling its there.	Yeah
Have you overheard anything, is their talk or discussion in the halls, sun star?	Haven't heard anything in Alaska, heard about people at homes and stuff, where they are from. Not here at this college, at UAF. Heard back home.	Heard lower 48 stuff The big case I heard was the "swimmer guy" "Pissed me off" Nothing here at this college.
Brock Turner case: Where did you hear about it?		I first saw it on Facebook, and then Google searched to learn more.
Why were you angry? **Do you know your resources?**	I have a friend going through a "few things" and I find it very annoying that there is nothing we can really do to help her out because it's not really abusive but it could be something. Not really abuse but it could lead to abuse. Really isn't enough to be a police case but it is making her uncomfortable and we don't know how to get it to stop.	I know people who have had those problems physical, sexual, mental abuse, there is no reason for it, and people deserve to be punished more than 6 months probation.
Q. Does she know how to get it to stop?	She talks about being nice and doesn't know how to stop it but there are resources, so no	

	contact order could be an option Doesn't know how to stop it.	
What do you know about reporting a sexual misconduct?	I could figure out how to do it, I know simple procedures, like the most basic.	
What does basic mean,	It means like go and make a report with someone of official authority. But if I really needed to find out I could find out. Yeah you should report to the proper authorities We should report to the proper authorities I could walk down the road (to police) I could say hi, what do I do, this I'm friends with a couple RAs so I could ask them I would look on line (first) If I couldn't find it online I would go to fifth floor RA or the other RA I would talk to an RA before campus police.	It was fuzzy in the Title IX, The Title IX thing at the beginning of the year. But you don't know whom the proper authorities I think UAF Police when I think proper authorities., I would look online Go to one of the RAs or down to campus police
Why would you go to RA?	I think of it as embarrassing subject to happen. So it wouldn't be so, I would be embarrassed that it happened. And I wouldn't want a whole bunch of people to know and I would want people I trust. I need it clarified what actually happened and that I could and should report it. , I would just be embarrassed I am one of those people who need a second opinion on very serious subjects.	
What do you know about the process happens after it has been reported?	Once you report it, you have to, they, if you know a name they would probably go and talk to that persons If there is anything to back it up they would take it further, but I	Investigate and do an inquiry. They do require it (referring to the name)

	only know basic procedures my parents made me learn or through tv dramas.	
Looking at the reporting options: Is that confusing of where you could report. (Looking at Navigational Tool)	No comments- Just looked through card-	No comments- Just looked through card-
Read the first steps of the green section: (Navigational tool)	This makes sense Definitions are cool	Yes, this makes a lot of sense
How should those be referred to in language: **Should the individual be called a victim, are there better words**	Accused victim, men have been sexually assaulted or harassed could feel less masculine" then they already do, and that could be an issue, but personally I would be a victim so I could be called a victim. Accused means you may have done something but we are not quit sure you did, but not quite sure you didn't Alleged says we're thinking you didn't do it and someone is lying about it which makes the victim of it, think they cannot report it, because they are lying about it because they are the alleged assaulter. I like accused. I personally think it is okay to called a victim because you are a victim of a crime, something has happened to you, if you say you prefer not to be called the victim and asked to be called by their name or another name, then that is also fine.	Either accused or alleged, but alleged would kind of: Accused is non partisan Accused is a good word Victim Yeah, victim depending on the person. Victim could make them feel, kind of…yeah I agree with the statement.
Do you think administration is supportive?	I think if it was supportive you would be very supportive to the people it happened to. Because I mean everybody I have talked to and when we discuss title IX in general everyone has been open and okay and not degrading of one it might have happened to. Really wanted the survey done	Most of the RAs know what we need to know and make sure we know and that all of our questions are answered.

	and reminded us during the hall meetings about this survey.	
Do you think Faculty and staff would help?	Yeah	Yeah
What is the best way to communicate information on policy and procedures (title IX)	**Pamphlet-** got it and didn't have time to read it we would have the pamphlet and we would be like know what do we do A **site** that is clearly displayed on the **university site** **Colors** is saying this is distinctly separate and this is distinctly separate Yeah This is less complicated to find things and if you are sure this happens to you then call this number	Yeah- **pamphlet** **Uniform site**. **Colors** is very Direction (**color is directional**)
What if the tool was in your room? (OR on your door)	To report, not all of it but if this happened and you want to report do this? And have if you need more information go to this website or call this number or talk to an RA	Well we have the magnet of emergency numbers. Maybe having a short summed up like this To report on the door Yeah where to go
Would you use an AP?	Yes using aps Use **blackboard ap** but cannot take up too much memory I got 128 gig pixel so it cannot take up much space, we would be less likely to say shit let's uninstall because we want to download something else	Use **blackboard ap**
Where else do you look for information? In bathrooms? Lounges? What other hall locations	Check by **elevators** in main lobby Inside and outside of **elevators** Main lobby **elevators,** I read this to see what is going on or I want to do.	**Elevators** Check the **elevators**
We need to update you as you come to school on Title IX, how do you want to receive information?	Text messages, more frequently email. During registration you can ask them, because my mom likes email, and instead of getting 1300 characters, you can have a	Check email every week, it's attached to 20 different accounts. It is how I get information on classes.

	form that asks how you prefer to be contacted, text, call, email and have a list of information and they can pick one. All types of ways to get info	
Look at the Navigational tool what do you like and dislike?	**Color** coding It goes you don't have to read the whole thing, just the title and the bullets and **icon.** **Emergency call** is cool to see (on the **map**) I didn't notice the map right away. I wish it had a very plainly labeled URL if you needed or wanted more information. For more information go to this website. He really enjoys how descriptive it is on how to do it but it might be easier, if you are provided paperwork, if you want to read the process now or later you have it, the steps (it's really wordy) Shorter than it is. Step one is good. Step two middle section could be removed. If you are provided paper work you have it, put interim measures in place, if you are asked about the investigation, no, yes, the investigation starts. Get rid of some of the words, you are following these steps because something has happened. You could have more details on one side but it is easier to follow the steps if they are immediate, you want to take these steps and these are for the description of these steps. It is really nice, the definitions. (like the way they look) the word in bold: with colons means	**Colors** are important I like the **icons** Map- **emergency call boxes.** Want an address where you can look up more info. Short and sweet. Like the definitions. Flow looks good Nice pamphlet.

	it's a definitions, other people might want it labeled definition. This victim advocate, might be better moved so it is an even flow, I paused here and then oh it's these are the supports they provide. Because of the yellow, I paused. The yellow is nice, the header needs to change. It looks these are bold capital letter titles. This does not have to do with RL business hour processes.	
What about a scan code?	I don't have that AP	Those work for some

Students that participated in focus group 2
All 18-20
3 males
1 female
1 AK native
3 white
3 double shared room with roommate
1 single room

2. Student A
2. Student B
2. Student C
2. Student D

Conversation about the tool: (this is complied out of the chart as they got excited and started all talking at once as they moved to look at the tool and point out what they were liking.
All students saying Yeah to agree with each others thoughts.

Offered to split the sections. They want icons, agreed. Quick start guide and the manual, this is like the quick start guide, what to do and the rest of the details are to the side. My immediate thought is these are steps and the whole thing is defining the process.

Step 1-5 and the right side is the rest of the details.

Better broken up, step 1-3, negative space, the icons let us focus on space, I learned this in art.

Restrooms (read the restroom reader 8 times)
I read the bathroom stuff

I could guess
A fairly educated guess
I only know what my knowledge is on similar things would work.
Unless you accurately go through a Title IX process you are not going to be able to know.
That information should be available to use only if we need it, but what if you need it and are worried about what you need and you either need it and don't have it or have it and don't need it.

FOCUS GROUP 2

QUESTIONS	Participant 2A	Participant 2B	Participant 2 C	Participant 2 D
How problematic is Title IX here at UAF?	I haven't heard of any problems up here I know Fairbanks as the city is the rape capital or sexual assault capital of Alaska, Nothing about UAF All proven guilty until That is what really stood out, the protest stood out, an actual shaming.	I do know there was one case, two residents in MBS, there was a rape case, that went on, and the assailant was found innocent, it caused a lot of awareness, on how UAF conducted the investigations A lot of grapevine talk, friend was a friend of the victim, It would be cool to notify us, because they were protesting on the steps of the wood center, this was the end result, I agree the guy was drug through the mud, but since it was public, oh yeah he raped her and he found that he didn't, he's' a bad guy but he isn't so that would be nice, But it should be anonymous.	Legally they cannot do that, you are making a public announcement, I don't want something like that, if person A commits a sexual assault B, yes an investigation should happen, if it is innocent then it should be dropped, guilty something should happen. I believe the protest was Prefer more on the hush, prefer pride, public means problematic. It has to do more with students than the university, If I want to accuse someone and drag their name through the mud, the investigation takes time.	I don't know how I forgot about that one.
What do you know about reporting a Title IX who do you contact.	That is true, signs up at all offices, mandatory and mandatory reports, Title IX website, is well advertised.		Lots of different departments, Res Life, report just to about any U employee, all of them have the obligation to respect you and deal with your report.	
Who would you report to? You or your friend.	I would go to a few close friends, hey what should I do about this. I could almost with complete certainty	Depends on the spirit of the case, severe call the police. RAs or RDs or Res Life.	Depends on nature of the situation, Illegal situation or violent, I would call U police department.	I would go to my advisor because that is where I ended up when my world goes wrong up here. Most

	would talk me through it and tell me to go talk to so and so, I would probably go talk to a counselor because I'm use to doing this for bad situations.		Boarder line, may or may not been wrong but unpleasant, I would go to health and counseling	advisors are easy to talk to RAs are awesome both of those would be options.
How should people in sexual misconduct be referred to?	Complainant clarifies well, oh the victim; they were victimized in their own mind. Be mindful of others. You are blaming them. Alleged victim, mitigating how actually bad it could have been.	It gives the public an immediate bias on who is who Agree.	I think it is better, accused and victim then the alternative. Better than rapist and victim, anonymous and not assuming guilt. I would have no problem if I was accused of a Title IX that I did not commit being referred to as the accused because that is exactly what I am. Not guilty and I'm not just a nobody Sexual assault, report and read I'm an alleged victim. Referring to the alleged victim as the victim makes the victim happier and the accused makes the accused better. Alleged has sarcastic connotation to it.	So long as it perpetrator they are guilty before getting a chance to explain them. Severity of the case should not matter in the reporting process.
Do you feel supported or that victims are supported by administration? **Anyone other than RAs?**	There has never been a time that I know where an RA has not answered their door. I personally have not done well with people in authoritative chain, there is no one on campus I wouldn't talk to. Other students I would	You guys are, even RAs are on duty 24/7, not a time you cannot come to them, open to approach them.	Safe spaces, help if something were to happen. I planned on reporting it but now I need to go to health center until it gets dealt with, the RA rooms are a safe space, they don't have roommates.	They are never going to turn you away. They are cool. I talked to several RAs who gets their door knocked at 2am. Most of those times its pointless and RAs don't have to answer but they feel obligated to serve their people.

	not tell, more likely to spread.			The only faculty that I would not report to is faculty I'm not familiar with. The spread of admin, is good in that sense.
What is the best way to communicate Title IX policies and reporting. **If you were in the case or not would it be different?**	I don't remember anything Elevator flyers	Don't remember orientation Flyers in the elevator,	Haven EDU, one thing that got people. Haven EDU didn't do what it was trying to do. I don't know who to go to but it got me thinking about it. Title IX at Alaska. Edu email. To send reports anonymous and not. Digital signage, for Title IX No ap, I wouldn't download it.	Elevator flyers, I would not download a University Ap
Look at and review the Tool? What are your thoughts on the Tool?	Looks pretty nifty I really like the way it is set up but if someone was to get information really fast, I like it but it is a problem, **too many words,** people will look at it because it's super inclusive, it has everything It's the same idea of navigating a website, you would have to go through the same amount of website, I find it helpful, i**ntimidating because it's wordy** Getting info from someone could be	Maybe in red on front call police, do immediately, email this address. Your immediate To Dos. **Yeah to many words** Yeah, highlighted key We're lazy we want strait and the facts. Keep the density of the information. **Like the definitions** They would read this. Dude it took me 3 hours to do it	30 second, I looked at it and saw there were a lot of words. Inside is intimidating. Too many words. So much information if I was wondering how to report, I would think it is a complicated process I want to know who to report to and small list. All the information of what I should do should be given to me by the person I call	The packets at the beginning of each year **Lot of info** compacted into one flyer **Lot of words** More complicated than it could be Oh the map! Similarly sized text is another thing, nothing bolded. The headers are good. Highlighted key, we like pictures **Like the definitions**

	an issue because they don't sound like they care.	Haven, good information	Like the **definitions**	Helpful to have some information. Icons provide breaks, Crash course version not the encyclopedia, but it needs to be simplified.

Themes:
Tool
1.Definitions, icons, pictures, short, colors

2. Communication: Elevators, pamphlet, bathrooms

APPENDIX G
Consent Form

Investigator:
Jamie Abreu-Napolski
jrabreu@alaska.edu
907-712-7626
IRB # 988682-1

Study Title
DO YOU KNOW TITLE IX? (Resources, Remedies, and Communication at UAF)

PURPOSE OF THE STUDY

The purpose of the survey and the focus group is to first through the survey is to collect data about a. the perception of resources offered for victims and accused here at UAF, b) the residents perception of where to report Title IX and who may assist them, c) the residents perception of how they should be communicated with, d) their perception of the title IX process here at UAF. These findings will lead to smaller focus groups from the same students that have been surveyed and these findings will all feed into making the tool which is a navigational tool that will site and explain the resources here at UAF, the communication plan, the remedies that can be offered and options available to the victim during the process.

DESCRIPTION OF STUDY

The study is two parts one is a survey where the questions are focused on your student perspective of Title IX resources, remedies, and what is offered here at UAF. This is in paper form and will help provide input to build a navigational tool that will help students understand the Title IX process. The second part is a focus group where students will be invited to participate for up to 15 students per focus group in order to continue the conversation about resources, perception of what is being offered and communication and review of the navigational tool.

RISKS AND DISCOMFORTS

Minimal discomfort is possible while thinking about the topic of sexual assault and misconduct while answering the survey or participating in the focus group and reviewing the tool but it is focused only on resources offered. If you require additional resources regarding sexual assault please log into the Title IX resources page at: the Office of Equal Opportunity website can be provided to you and will be available.

BENEFITS

The benefits to the subjects are numerous. Most notably, the study participants will be a part of creating a tool that will help victims of sexual misconduct and sexual assault navigate a very tedious and trying process. They will help build a tool and provide insight on that tool that discusses resources, rights, and remedies in a language that students can understand and interpret. Their responses will help the university understand university deficiencies in the process, marketing, and information available to students, which may result in the creation of best practices that will aid in strengthening the ability for the university to supply a tool that works, is understood, and is able to guide students through the process. It will also help the university understand what areas they need to improve on or what they are lacking in availability for students.

CONFIDENTIALITY
All audio recordings, transcriptions, documents and information pertaining to this research study will be kept confidential in accordance with all applicable federal, state and local laws and regulations. You will not be identified if any presentations or publications result from this research.

TERMINATION OF PARTICIPATION
You may choose not to sign up or participate in the focus groups as well as decline taking the survey at any time and for any reason. If you choose to drop out of the focus group all records will be destroyed. The principle investigator may terminate your participation if it found that you fail to meet the minimum requirements of participation in this study.

COMPENSATION
You will not receive payment for being in this study. Participation in this study is strictly voluntary. There will be no cost to you for participation in this research.

QUESTIONS
All of your questions should be answered to your satisfaction before you consent to participate in this study. However, if you have further questions about this study, you may contact Jamie Abreu, principle investigator, at jrabreu@alaska.edu. If you have questions or concerns about your rights as a research participant, you can contact the UAF Office of Research Integrity at 474-7800 (Fairbanks area) or 1-866-876-7800 (toll-free outside the Fairbanks area) or uaf-irb@alaska.edu.

VOLUNTARY PARTICIPATION
Your participation in this study is entirely voluntary, and that refusal to participate in will involve no penalty or loss of benefits to you. You are free to withdraw or refuse to consent, or to discontinue your participation in this study at any time without penalty or consequence.

By signing below, you voluntarily give consent to participate in this research study. You will be given a copy of the consent form.

I acknowledge that I am at least eighteen years old, and that I understand my rights as a research participant as outline in the consent form. I acknowledge that my participation is fully voluntary.

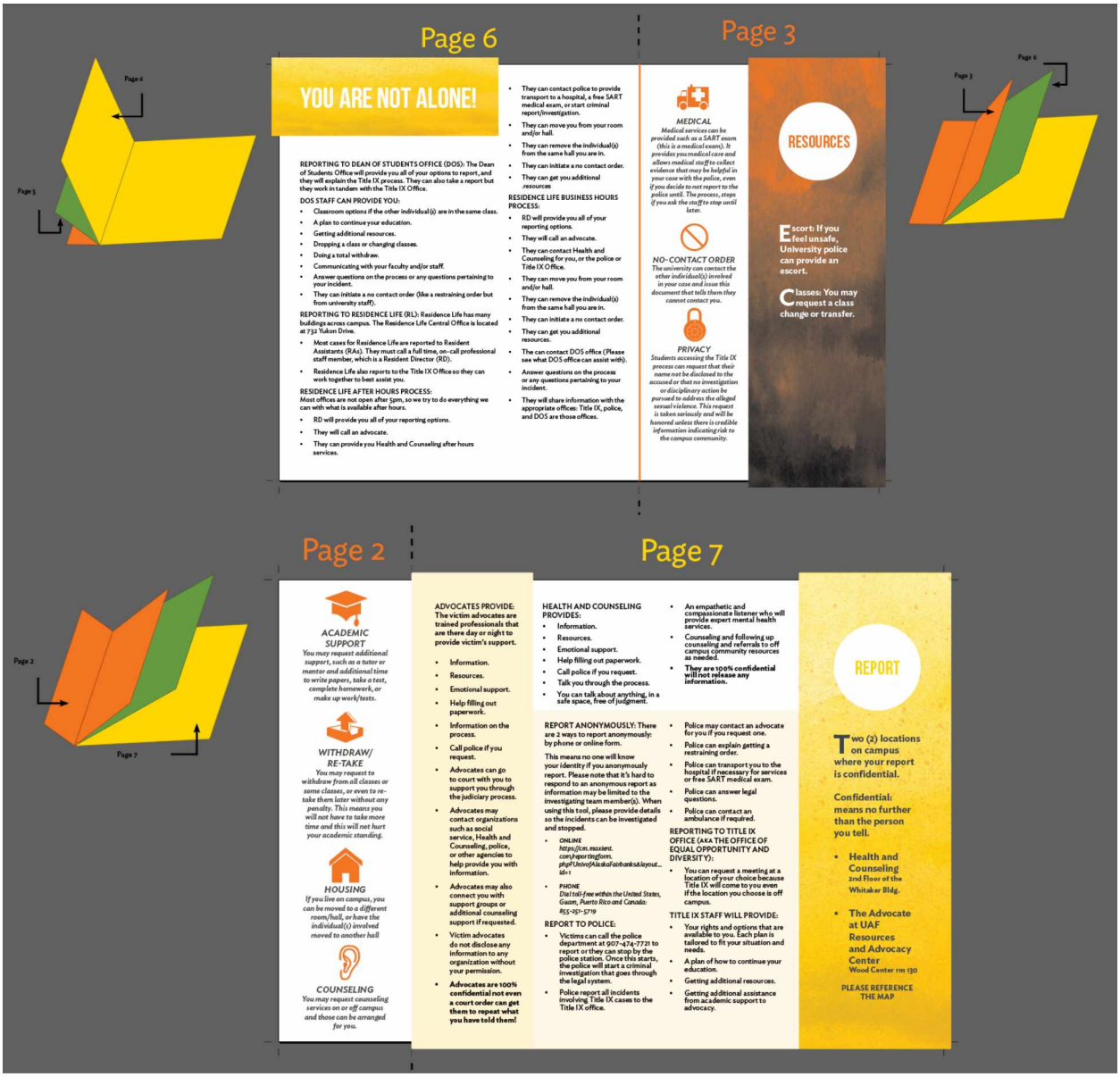
_____
Participant's Name (print)

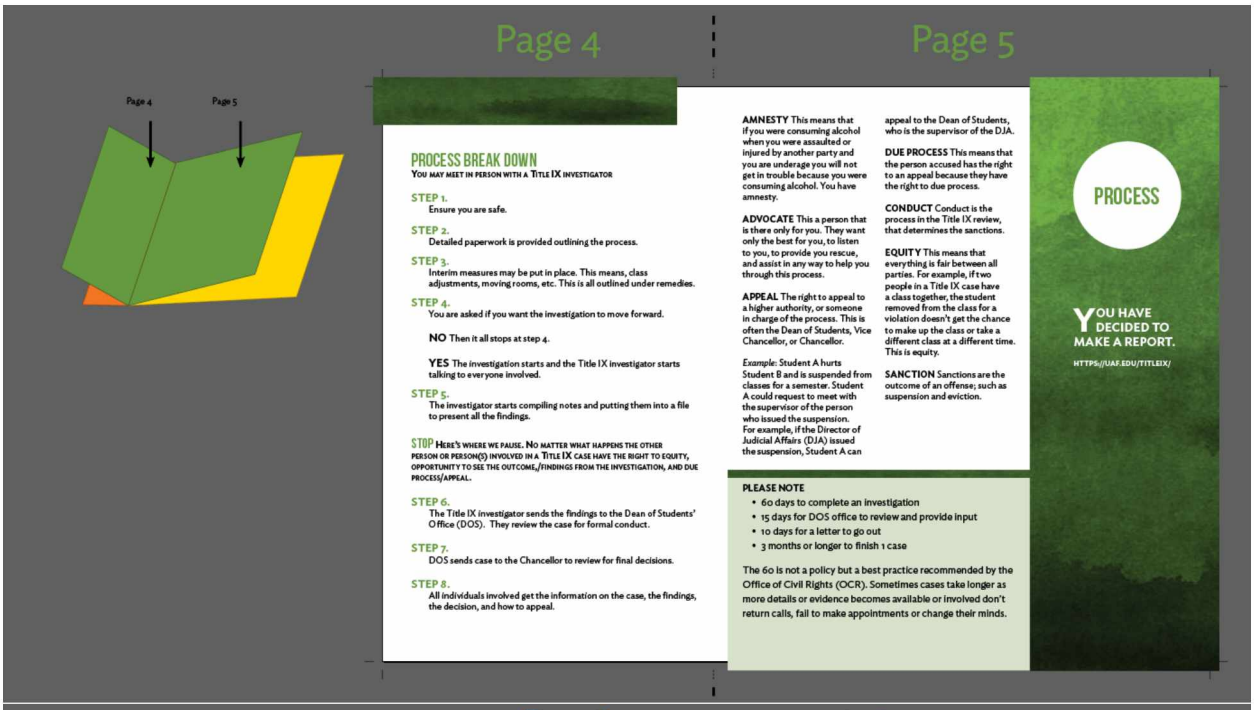
_____ _____
Participant's Signature Date

I, the undersigned, certify that to the best of my knowledge, the subject signing this consent form has read the for and understand the study which has been explained by me and has been given an opportunity to ask any questions regarding the nature, risks, and benefits of participation in this research study.
Jamie Abreu-Napolski
Investigator's Name (print)

_____ _____
Investigator's Signature Date

APPENDIX H
THE NAVIGATIONAL TOOL

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PROCESS BREAK DOWN
You may meet in person with a Title IX investigator
STEP 1.
Ensure you are safe.
STEP 2.
Detailed paperwork is provided outlining the process.
STEP 3.
Interim measures may be put in place. This means, class adjustments, moving rooms, etc. This is all outlined under remedies.
STEP 4.
You are asked if you want the investigation to move forward.
NO Then it all stops at step 4.
YES The investigation starts and the Title IX investigator starts talking to everyone involved.
STEP 5.
The investigator starts compiling notes and putting them into a file to present all the findings.
STOP Here's where we pause. No matter what happens the other person or person(s) involved in a Title IX case have the right to equity, opportunity to see the outcome,/findings from the investigation, and due process/appeal.
STEP 6.
The Title IX investigator sends the findings to the Dean of Students' Office (DOS). They review the case for formal conduct.
STEP 7.
DOS sends case to the Chancellor to review for final decisions.
STEP 8.
All individuals involved get the information on the case, the findings, the decision, and how to appeal.
AMNESTY This means that if you were consuming alcohol when you were assaulted or injured by another party and you are underage you will not get in trouble because you were consuming alcohol. You have amnesty.
ADVOCATE This a person that is there only for you. They want only the best for you, to listen to you, to provide you rescue, and assist in any way to help you through this process.
APPEAL The right to appeal to a higher authority, or someone in charge of the process. This is often the Dean of Students, Vice Chancellor, or Chancellor.
Example: Student A hurts Student B and is suspended from classes for a semester. Student A could request to meet with the supervisor of the person who issued the suspension. For example, if the Director of Judicial Affairs (DJA) issued the suspension, Student A can appeal to the Dean of Students, who is the supervisor of the DJA.
DUE PROCESS This means that the person accused has the right to an appeal because they have the right to due process.
CONDUCT Conduct is the process in the Title IX review, that determines the sanctions.
EQUITY This means that everything is fair between all parties. For example, if two people in a Title IX case have a class together, the student removed from the class for a violation doesn't get the chance to make up the class or take a different class at a different time. This is equity.
SANCTION Sanctions are the outcome of an offense; such as suspension and eviction.
PLEASE NOTE
• 60 days to complete an investigation
• 15 days for DOS office to review and provide input
• 10 days for a letter to go out
• 3 months or longer to finish 1 case
The 60 is not a policy but a best practice recommended by the Office of Civil Rights (OCR). Sometimes cases take longer as more details or evidence becomes available or involved don't return calls, fail to make appointments or change their minds.
PROCESS
YOU HAVE DECIDED TO MAKE A REPORT.
HTTPS://UAF.EDU/TITLEIX/
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UAF is committed to supporting sexual violence survivors by providing robust resources and services to meet their individual needs.
DEAN OF STUDENTS
110 Elebon Building
907-474-7317
uaf-deanofstudents@alaska.edu
TITLE IX OFFICE
739 Columbia Circle
907-474-7496
uaf-dro@alaska.edu
RESIDENCE LIFE CENTRAL OFFICE
732 Yukon Drive/MBS Complex
907-474-7247
uaf-housing@alaska.edu
POLICE DEPARTMENT
612 Yukon Drive/Whitaker Building
907-474-7721
uaf-police-dept@alaska.edu
RESOURCE & ADVOCATE OFFICE
Wood Center Room 130
907-474-6360
uafadvocate@iacmf.org
HEALTH AND COUNSELING
612 N. Chandalar Drive/Whitaker Building
907-474-7043
uaf-sh-cc@alaska.edu
INTERIOR ALASKA CENTER FOR NON-VIOLENT LIVING (IAC)
726 26th Ave #1, Fairbanks, AK 99701
24/7 Confidential Support
LOCAL HOTLINE 907-452-2293
TOLL-FREE 1.800.478.7273
iacnvl.org
Blue Emergency Phones
NAVIGATING
TITLE IX
QUICK GUIDE
TO REPORT OR NOT TO REPORT?